



NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING

To be held at the Comox Valley Campus, KMX 146
Boardroom

Thursday June 19th, 2025 @ 1:00 pm

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	Adoption of Agenda		To adopt	(5 mins)
2.	CONSENT AGENDA			
2.1	Minutes of the Regular Meeting of April 17, 2025	✓	To approve	
2.2	Executive Committee Meeting Minutes, June 10, 2025	✓	Information	
2.3	Governance and Board Development Committee Meeting Minutes, June 5, 2025	✓	Information	
2.4	Finance and Audit Committee Meeting Minutes, June 6, 2025	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
3.	BOARD BUSINESS			
3.1	North Island College 2025 Mandate Letter	✓	To approve	
3.2	2024/25 Full-time Equivalent (FTE) Enrolment Report	✓	To approve	
3.3	2024/25 Institutional Accountability Plan & Report (IAPR)	✓	To approve	
3.4	BUILD 2026 Strategic Plan and Year 4 Dashboard	✓	To approve	
3.5	Board Members Roundtable Discussion		Information	
4.	REPORTS ON STRATEGIC ACTIVITIES			
4.1	President			
4.1.1	President's Report		Information	
4.1.2	Strategic Development	✓	To approve	
4.2	Vice President, Finance and College Services			
4.2.1	Fiscal Year 2024/25 Audited Financial Statements	✓	To approve	

4.3	Chair, Education Council		
4.3.1	Education Council Report	✓	Information
5.	INFORMATION (<i>attachments</i>)		
5.1	Board Workplan 2025/26		
5.2	College Highlights – June 2025		
5.3	FY 2024/2025 Audit Findings Report		
5.4	Sexualized Violence Prevention and Response Policy Annual Report		
5.5	Summary of Student Award Candidates, 2024/2025		
5.6	Commonly used acronyms		
5.7	Link to Board bylaws		
6.	NEXT MEETING DATES		
6.1	Regular Meeting – October 2 nd , 2025 at the Port Alberni Campus (TBC)		
7.	ADJOURNMENT		2:45 pm



**Minutes of the Regular Meeting of the
North Island College Board of Governors**
Room C210, Port Alberni Campus
April 17, 2025

BOARD MEMBERS PRESENT

N. Arsenault, Community Member, Comox Valley Region, Vice Chair
A. Brady, Chair, Education Council
L. Domae, President & CEO
M. Erickson, Faculty Representative
R. Kishi, Community Member, Comox Valley Region
J. Langille, Community Member, Comox Valley Region
V. Puetz, Community Member, Campbell River Region
N. Shaikh, Support Staff Representative
C. Stavness, Community Member, Comox Valley Region
P. Trasolini, Community Member, Campbell River Region, Chair
V. White, Community Member, Port Alberni Region

ABSENT

S. Dores, Community Member, Campbell River Region
J. Jack, Community Member, Port Alberni Region
K. Makunike, Student Representative
T. McManus, Student Representative
C. Moglove, Community Member, Campbell River Region

ALSO PRESENT

M. Allison, Director, College Governance & Strategy
T. Bellavia, Vice President, Academic
M. Bennett, Associate Director, Indigenous & Regional Partnerships and Port Alberni Campus Administrator
K. Crewe, Associate Vice President, People, Equity & Inclusion
C. Fowler, Vice President, Finance and College Services
E. Haagerup, Executive Assistant, Leadership Team & Board Operations
K. Kuhnert, Vice President, Students & Community Engagement
J. McGillis, Executive Assistant, Leadership Team & Board Operations

GALLERY MEMBERS

Alexandra Blair, Department Chair, Mathematics & Sciences
Alison Bruderer, Instructor, Social Sciences
Christian Madarasz, Instructor
Erin McConomy, Instructor, English
Judith Marriott, Department Chair, Business Administration
Lela Houghton, Senior Future Students Engagement Liaison
Liz Girard, Instructor, Accessible Education & Training
Wilma Gus, Department Chair, ABE

Meesbah Jiwaji, Associate Director, Student Life & Housing
Roberta Joehle, Library Assistant
Mike Chouinard, Communications & Content Officer
Natalie Deveau, Faculty, Coordinator, Assessment Services
Carissa Wilson, Executive Director, NISU
Sarai Racey, Instructor, Biology & Public Health
Jen Wrye, President, NICFA

1. CALL TO ORDER

P. Trasolini called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

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

P. Trasolini welcomed members of the gallery to the meeting and reviewed the guidelines for observing a Board of Governors.

1.2 Adoption of Agenda

Moved J. Langille/ Seconded V. Puetz: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 17, 2025 AS PRESENTED.

Motion carried

1.3 Declaration of Possible Conflict of Interest

The Board acknowledged its bylaw on the code of conduct and conflict of interest guidelines should there be a need for Board Members to declare a conflict of interest on any of the agenda items.

2. CONSENT AGENDA

2.1 Minutes of the Regular Meeting of February 6, 2025

2.2 Executive Committee Meeting Minutes, April 3, 2025

2.3 Governance and Board Development Committee Meeting Minutes, April 3, 2025

2.4 Finance & Audit Committee Meeting Minutes, April 4, 2025

2.5 Correspondence and Information (Agenda item #5)

Moved M. Erickson/ Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 17, 2025.

Motion carried

3. BOARD BUSINESS

3.1 Board of Governors 2025-2026 Workplan

L. Domae presented the draft Board of Governors Workplan for the 2025-2026 academic year. She noted that this workplan conforms to the requirements of the College and Institute Act and includes opportunities for Board engagement across College locations. The workplan also includes opportunities for joint meetings with the Indigenous Education Council (IEC) and NIC Foundation.

L. Domae noted that this workplan has been designed to align with NIC 50th Anniversary celebrations and community consultations for the College's next strategic plan after *BUILD 2026*.

The Executive Committee reviewed recommended the 2025-2026 Workplan at their meeting on April 3rd, 2025. Board sub-committee meeting dates will be finalized based on committee member availability, and L. Domae requested that any Board members with scheduling conflicts contact E. Haagerup directly.

Moved J. Langille/ Seconded M. Erickson: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADAPTS ITS WORKLAN AND SCHEDULE FOR THE 2025/26 ACADEMIC YEAR AS PRESENTED.

Motion carried

3.2 North Island Students Union (NISU) Fee Letter

L. Domae noted that as per the College and Institute Act, the Board of Governors is required to direct the College to collect fees on behalf of the North Island Students Union (NISU). The North Island Student Union (NISU) is in good standing and their audited financial statements were approved by their members at their Semi-Annual General Meeting on November 29th, 2024.

Moved N. Shaikh/ Seconded R. Kishi: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECT THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO NORTH ISLAND STUDENTS' UNION, AS OUTLINED IN THEIR FEBRUARY 2025 LETTER FOR THE 2025-2026 ACADEMIC YEAR AND PER THE COLLEGE AND INSTITUTE ACT.

Motion carried

3.3 Board Members Roundtable Discussion

Many Board members attended the College Conversation on March 31st, 2025, in addition to Board sub-committee meetings, and an Education Session on the draft 2025-2026 Budget. J. Langille attended the Indigenous Education Council (IEC) Retreat on March 3-5th, 2025 and shared ideas on how the IEC and Board of Governors could collaborate in the future.

Members of the Governance and Board Development Committee piloted the Board Evaluation and encouraged all Board members to participate in the Board evaluation survey, which was sent to Board members on April 14th and is open until April 28th.

4. REPORT ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report on 2024-2025 Goals and Objectives

L. Domae reviewed her President's Report on 2024-2025 Goals and Objectives, of which she was pleased to have completed 15 out of 16 objectives. She noted that the final objective was her administrative leave, which she has rescheduled for May-June 2025 and May – June 2026 in order to support the College through workforce adjustments and programming changes in the Winter 2025 semester.

L. Domae expressed her gratitude to the Leadership Team and College community for their commitment to North Island College and noted that these achievements are not just the President's achievements but the College's achievements.

Moved J. Langille / Seconded N. Arsenault: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE PRESIDENT'S 2024 -2025 REPORT ON GOALS AND OBJECTIVES.

Motion carried

4.1.2 President's 2025-2026 Goals and Objectives

L. Domae presented her President's 2025-2026 Goals and Objectives and emphasized that this is the last year of the *BUILD* 2026 Strategic Plan; she plans to focus on finishing this strategic plan, completing all objectives, and begin development of a new strategic plan.

L. Domae noted that 2025-2026 will be a monumental year for the College, with the celebration of NIC's 50th anniversary as well as the privilege of opening the Comox Valley Student Housing Commons, which has been gifted Indigenous names from K'omoks First Nation. The College will work with Elders to create audio recordings of these names from native speakers.

L. Domae emphasized that the celebrations for NIC's 50th anniversary and the opening of Comox Valley Student Housing Commons provide a valuable opportunity for community feedback and consultation for the College's next strategic plan, as well as engagement opportunities for the Board of Governors.

The 2025-2026 President's Goals and Objectives will also focus on the Strategic Enrolment Management (SEM) process, the College's mandate letter, professional development, research and community development projects. Upon comment from a board member emphasizing the need for continued advocacy work, L. Domae noted that the development of an advocacy strategy was included in the 2024-2025 President's Goals and Objectives, and both L. Domae and the Leadership Team will continue to advocate for the College.

Moved J. V. Puetz / Seconded J. Langille: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE PRESIDENT'S 2025-2026 GOALS AND OBJECTIVES.

Motion carried

4.2 Vice President, Finance & College Services

4.2.1 NIC Budget Fiscal Year 2025-2026

C. Fowler presented the 2025-2026 Budget for the Board of Governors approval. The draft budget was first presented to the Board of Governors during an Education Session on March 13th, to the College community at a College Conversation on March 31st, and the final draft was reviewed by

the Finance & Audit Committee at their meeting on April 4th, during which the Finance & Audit Committee reviewed and recommended the budget to the Board of Governors for approval. C. Fowler also noted that the College received an interim budget letter on April 2nd, 2025.

C. Fowler noted that the largest change to revenue is the reduction of international enrolment tuition and fees, due to the series of regulation changes implemented by Immigration, Refugee and Citizenship Canada (IRCC) throughout 2024. This reduction in international enrolment accounts for an approximate \$2.8 million reduction in revenue, which required the College to make expense reductions to balance the budget. The expense reductions were met through both workforce reductions and non-staffing reductions.

C. Fowler reviewed provincial funding sources, and noted that these amounts are relatively flat, with a reduction to the Trades Training BC Grant.

The Comox Valley Student Housing Commons has budgeted for a balanced year with no surplus as this will be a partial first year of operation, so a %15 vacancy rate was built into the budget for the first year, with expected returns in future years. In response to a question on financial reporting for the Student Housing Commons, C. Fowler noted that there will be individual financial reports available for housing related revenue and expenses.

In response to a question as to whether there has been any indication of financial support from government for post-secondary institutions in response to revenue reductions due to regulation changes from Immigration, Refugee and Citizenship Canada (IRCC), C. Fowler noted that there has been no indication of financial support from government to date.

Moved J. Langille / Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2025/26 BUDGET.

Motion carried

4.3 Vice President, Academic

4.3.1 New West Coast Service Model

T. Bellavia announced a new West Coast Service Model, which will provide programming opportunities and College connection with the West Coast region, including Tofino and Ucluelet. T. Bellavia thanked B. Morrison for his years of service and dedication to the West Coast region and Ucluelet Centre.

L. Domae and M. Bennett met with local mayors and Indigenous leadership for feedback on how the College can best serve their communities.

Transportation is a large barrier for these communities, so the College will be examining in-community programming opportunities and fund programming and in-community services by utilizing the funds that were previously allocated to the Ucluelet Centre building lease.

M. Bennett explained that NIC staff or faculty will be welcomed into community spaces, high school and Indigenous offices to meet with community members, students and First Nations and work towards meeting the needs of these communities while reducing barriers to education.

4.4 Chair, Education Council

4.4.1 Education Council Report

A. Brady, Chair Education Council, updated the Board on the work of the Education Council, including a recent meeting on April 4th, which discussed upcoming course revisions and the program review process. A. Brady also met with the Curriculum Committee Chair regarding the curriculum submission deadline to manage workflow and efficiency in the Fall semester.

A. Brady also met with T. Bellavia, K. Haggith and M. Badger, Registrar, regarding course revisions in relation to post-graduation work permit (PGWP) eligibility.

5. INFORMATION

The Board received the following information items:

- 5.1 College Highlights April 2025
- 5.2 Gifted Names for Comox Valley Student Housing
- 5.3 Order in Council – Reappointment of N. Arsenault, S. Dores, C. Stavness
- 5.4 Commonly used acronyms
- 5.5 Link to Board bylaws and policies

6. NEXT MEETING DATES

- 6.1 Regular meeting – Thursday June 19th, 2025 at the Comox Valley Campus

7. ADJOURNMENT

MOVED N. Arsenault/ SECONDED V. Puetz: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF APRIL 17, 2025.

Motion carried

Time: 2:00 p.m.

P. Trasolini, Chair

E. Haagerup, Executive Assistant,
Leadership Team & Board
Operations



North Island College Board of Governors
June 19, 2025

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

AGENDA ITEM:

Regular Meeting

2.2 Executive Committee Regular Meeting Minutes

Committee members Patricia Trasolini (chair), Shelley Does, Nancy Arsenault, Jerad Langille, Corinne Stavness and Tony Bellavia, Acting President met on June 10th, 2025 with Melanie Allison, Director, College Governance & Strategy and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

Territorial Acknowledgment

P. Trasolini called the meeting to order at 9:01 a.m. 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.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Draft Regular Meeting Minutes, April 17th, 2025

The Executive Committee reviewed the regular meeting minutes of April 17th, 2025 with no amendments.

Draft Board Daily Schedule, June 19th, 2025

P. Trasolini reviewed the draft daily schedule for June 19th, 2025, and the Committee requested if a tour of the Student Housing Commons could be arranged for the Board of Governors.

Draft Board Meeting Regular Agenda, June 19th, 2025

P. Trasolini reviewed the draft regular meeting agenda for the Board of Governors meeting on June 19th, 2025.

The Executive Committee approved the draft regular agenda for the June 19th Board meeting as presented.

Strategic Planning Development

M. Allison joined the meeting at 9:13 a.m.

M. Allison presented the draft Strategic Planning Framework and noted that preliminary strategic planning conversations have started including the Leadership Team, Board Members and members of the Indigenous Education Council. She provided an overview of historical strategic planning processes, including the development of *BUILD* 2026 and *Working Together* and noted that existing college plans, institutional experience/knowledge and college community engagement will inform the development of the next strategic plan.

The Institutional Research Team has started preparing a new environmental scan, which will assess current conditions and trends, student and community demographics, economics, social conditions and other factors that could impact the College. M. Allison noted that the strategic planning process will also include an internal review of the College's existing plans. Recent strategic initiatives that will inform the new plan include Strategic Enrolment Management (SEM) and NIC's Brand Strategy.

M. Allison advised that a new strategic planning committee will be established by the President, and will include students, staff, faculty, and representatives from the Board of Governors, Education Council and Indigenous Education Council (IEC). Subcommittees and working groups will also be established as needed.

M. Allison noted that following feedback received from the Indigenous Education Council (IEC) there will be one strategic plan which will include accountability to Indigenization, reconciliation and decolonization, rather the two individual plans as *BUILD* 2026 and *Working Together*.

The committee acknowledged that the integration of indigenization into the strategic plan will be further developed throughout the planning process.

T. Bellavia added that unlike *BUILD* 2026, which was an expansion plan, this strategic plan will prioritize factors such as Indigenization and the sustainability of the College.

M. Allison also presented the Strategic Planning Process Timeline and highlighted that the new strategic plan will be developed in collaboration with the college community and brought to the Board of Governors for final approval in June 2026.

Moved: S. Dores / Seconded: C. Stavness: That the Executive Committee reviewed and recommend the Strategic Planning Framework and Strategic Planning Timeline to the Board of Governors for approval on June 19th, 2025.

Information:

Tentative Executive Committee Meeting Dates 2025-2026

Next meeting dates:

The Executive Committee's next meeting is scheduled for Monday September 15th, 2025 at 10:30a.m.

The regular meeting was adjourned at 9:39a.m.



North Island College Board of Governors
June 19, 2025

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

AGENDA ITEM: Regular Meeting

**2.3 Governance and Board Development Committee Meeting
Minutes of June 5, 2025**

Committee members Shelley Does (Chair), Nancy Arsenault, Patricia Trasolini, T. McManus, V. White and Claire Moglove met on April 5th, 2025 with staff Melanie Allison, Director, College Governance & Strategy, J. McGillis, Executive Assistant, Leadership Team & Board Operations and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

Kuda Makunike and John Jack sent regrets.

Territorial Acknowledgment

S. Does called the meeting to order at 9:02am 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.

Adoption of Agenda

The Committee adopted the agenda as presented.

Committee Business

Board Evaluation Results

M. Allison presented the results of the 2024-2025 Board Evaluation Survey, noting that there was a 100% response rate. To maintain confidentiality, some individual responses have been anonymized.

The Governance and Board Development Committee reviewed the evaluation results and identified the following areas and themes for future enhancement and focus:

- The roles and working relationship between the Board of Governors and the Indigenous Education Council.
- The roles and working relationship between the Board of Governors and the NIC Foundation.
- The orientation of new Board members, including timing, materials, and specific sessions on topics relevant to the Board of Governors and the mentor/mentee relationship.
- The roles of Elected and Ex-Officio Board Members.

- Further understanding of the Colleges and Institute Act including governance roles and responsibilities.

The committee discussed how the Board of Governors could engage with potential student candidates for the elected student representative roles, in advance of the election process. Suggestions included posters, involvement in student orientation events, or a drop-in information session on the roles and responsibilities of elected student representatives on the Board of Governors.

The committee discussed covering the Colleges and Institute Act at the annual Board strategic session and recommended exploring an external facilitator with knowledge and working experience of the Act.

Board of Governors SharePoint site development

E. Haagerup updated the Governance and Board Development Committee on the development of SharePoint sites to enhance administrative support to the Board of Governors. Following discussion at the previous Governance Committee meeting, there will be a main site for regular Board of Governors meetings, in addition to a SharePoint site for each sub-committee. Development of the SharePoint sites will continue over the summer, with planned implementation in September 2025. N. Arsenault and S. Does agreed to pilot the SharePoint sites prior to implementation.

Tentative Committee Meeting Dates 2025/2026

The committee reviewed the tentative committee meeting schedule for the 2025/2026 year. S. Does requested that any committee members with conflicts reach out to E. Haagerup to see if alternate dates can be identified.

Future Agenda items:

- Board sub-committee Terms of Reference review
- Board member orientation and ongoing board development process to align with the Board Governance Manual and Governance Authority Matrix (as discussed by Committee January 19, 2024)
- Board member mentor program
- Board strategic planning session agenda

Information

- Previous committee report
- [Governance Manual](#)

Next meeting dates:

The Governance & Board Development Committee's next meeting is scheduled for Monday September 15th at 9:00a.m.

The meeting was adjourned at 10:45a.m.



North Island College Board of Governors June 19, 2025

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

AGENDA ITEM: Regular Meeting 2.4 Finance & Audit Committee Meeting Minutes

Committee members Jerad Langille (chair), Valery Puetz, Roger Kishi, and Naeem Shaikh met on June 6th 2025 with Colin Fowler, Vice President, Finance & College Services, Sue Fleck, Director, Finance, Jesse McGillis, Executive Assistant, Leadership Team & Board Operations and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attended as resource persons.

Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG attended the meeting as guest presenters.

Murray Erickson sent regrets.

Territorial Acknowledgment

J. Langille called the meeting to order at 3:01pm and acknowledged that the meeting is being held in the traditional territories of the combined 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

J. Langille thanked V. Puetz for her time and contributions to the Finance & Audit Committee as her term as a Board member ends on July 31st, 2025.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Fiscal Year 2024-2025 Financial Statements

C. Fowler presented the Fiscal Year 2024-2025 Financial Statements and noted that although the College planned for a balanced budget, the ongoing regulation changes from Immigration, Refugee and Citizenship Canada (IRCC) indicated that a deficit may be a possibility. Provincial government legislation mandates that post-secondary institutions maintain a balanced budget; however, deficit approval can be requested in the 2nd quarter. As such, the College applied and was approved for a deficit of \$600,000.

C. Fowler noted that the fiscal year 2024-2025 statements show a deficit of \$552,240.00. Although the College planned for a balanced budget, there were multiple factors that contributed to this deficit, including the voluntary retirement incentive program, increased employee benefit costs, increased janitorial costs and the expensing of the Campbell River Student Housing Business Case.

In response to a question as to whether the expenses from the Campbell River Student Housing Business Case could be recovered in the future, C. Fowler noted that since the College received formal written notification that this project would not be proceeding for Treasury Board approval in this cycle, there was no rationale to defer these costs, therefore they were fully expensed and cannot be recovered.

In response to a question as to how the College could address increased Facilities costs such as utilities, C. Fowler noted that the discontinued use of older, inefficient buildings such as the Village at the Comox Valley campus and the Tebo facility in Port Alberni would help reduce operating costs. NIC can also use routine capital funding on projects such as replacing single pane windows or older HVAC systems to help reduce costs.

C. Fowler provided a fulsome review of the Fiscal Year 2024-2025 Financial Statements including the Statement of Financial Position, revenue and expenses.

The Finance and Audit Committee suggested that additional budget information be provided throughout the year, such as year-to-date percentages or detailed breakdowns.

Moved: R. Kishi / Seconded: N. Shaikh: That the Finance and Audit Committee reviewed and recommend the Fiscal Year 2024-2025 Financial Statements to the Board of Governors for approval.

Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG joined the meeting at 3:19p.m.

Audit Results (KPMG)

L. Bates-Eamer noted that the audit is nearing completion; the final steps of this process include meeting with the Finance & Audit Committee, Board of Governors approval of the fiscal year 2024-2025 Financial Statements, final inquiries and signatures.

L. Bates-Eamer reviewed the full audit results in detail and noted that they did not identify any significant risks, misstatements or deficiencies.

North Island College staff C. Fowler, S. Fleck, J. McGillis and E. Haagerup left the meeting at 3:40p.m. for the Finance & Audit Committee members to meet directly with auditors.

North Island College staff C. Fowler, S. Fleck, J. McGillis and E. Haagerup rejoined the meeting at 3:45p.m.

J. Langille thanked A. Kolawole-Osafehinti and L. Bates-Eamer for their work on the audit process and for joining the Finance & Audit Committee to review the audit results.

Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG left the meeting at 3:47p.m.

Information

NIC Amortization Policy

C. Fowler updated the committee that following feedback received at the Finance & Audit Committee meeting on April 4th, 2025, the Leadership Team reviewed the revisions to NIC's Amortization Policy and approved the following revisions:

- Extend the maximum amortization term to 60 years.
- Eliminate the shorter amortization term on wood-framed buildings.

In response to a question as to how this policy change would affect the College's budget, C. Fowler noted that although the extended amortization terms would receive a lower amortization cost, the difference would not be significant to the College's budget.

Update on Comox Valley Student Housing Project and the Centre for Excellence in Early Learning

C. Fowler provided updates on the project status and cost-to-date for both the Comox Valley Student Housing Commons and the Centre for Excellence in Early Learning, including a breakdown of funding sources for each project.

In response to a question regarding Beaufort Children's Centre staffing capacity in relation to the expanded facility, C. Fowler noted that the College's Early Childhood Education Program helps bolster staffing levels at Beaufort. Children of North Island College students and staff/employees are also prioritized for admission into the Beaufort Children's Centre.

Future Agenda Items:

- Quarterly Financial Statements

Next meeting dates:

The Finance & Audit Committee's next meeting is scheduled for Monday September 22nd at 3:00p.m.

The meeting was adjourned at 4:32p.m.



BOARD OF GOVERNORS – ACTION SHEET

June 19, 2025

Agenda #: 3.1

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

Agenda Item:	North Island College 2025 Mandate Letter
Action Required:	Approval
Draft Motion/ Recommendation:	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ACKNOWLEDGES ITS COMMITMENT TO PROVINCIAL GOVERNMENT'S DIRECTION TO THE COLLEGE AS STATED IN THE NORTH ISLAND COLLEGE 2025 MANDATE LETTER OF JUNE 10, 2025 AND AUTHORIZES THE BOARD CHAIR TO SIGN THE MANDATE LETTER ON IT'S BEHALF.

Background/History/Executive summary:

As a public sector institution, North Island College receives mandate letters from provincial government which communicate government priorities, provide direction and state expectations of the College for the duration of the government's term.

The following direction is included in the mandate letter for North Island College:

- *Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenue and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.*
- *That the College's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.*
- *That the College develops and implements strategies that ensure safety, protection and fair treatment on campuses for all students, staff and faculty.*
- *A continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.*

This mandate letter is to be reviewed and acknowledged by the College's Board of Governors, including the Board's commitment to the direction provided by provincial government. Upon resolution of the Board of Governors, the Board Chair is required to sign the mandate letter.

Attachments:

North Island College 2025 Mandate Letter

Action:

For Board approval and signature by the Board Chair.



June 10, 2025
Our Ref. 146181

Patricia Trasolini
Board Chair
North Island College
2300 Ryan Road
Courtenay, BC V9N 8N6

Email Address: trasolinipatricia@gmail.com

Dear Patricia Trasolini:

On behalf of Premier Eby and Executive Council, I would like to extend my thanks to you and your board members for your organization's leadership, dedication, and expertise in which you serve the people of British Columbia.

Public sector organizations—including Crown corporations, Health Authorities and Post-Secondary Institutions—support British Columbians by delivering vital public services and are accountable to the public through their Minister responsible. Your continued leadership in advancing and preserving the public interest strengthens trust in public institutions.

This mandate letter, which I am sending in my capacity as Minister responsible for post-secondary education, communicates our government's priorities for the entire public sector and provides specific direction and expectations of your organization for the duration of Government's term.

Government's priority is to make a tangible difference in people's lives through growing the economy, creating good paying jobs, strengthening health care and making our communities and neighbourhoods safer for British Columbians. British Columbians expect public sector organizations to deliver responsible, quality services equitably in all regions across the province. This includes strategic stewardship in planning, operations, financial, risk, and human resource management including information security and privacy protection. Providing equitable service requires due consideration of the diverse needs of local communities with specific attention to the unique needs of rural, remote and First Nation communities.

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In the current economic and fiscal context including the threat of U.S. tariffs and other global economic challenges affecting British Columbian families, your organization is to work with ministry staff to review all existing programs and initiatives to ensure programs remain relevant, efficient, sustainable, grow the economy, and help keep costs low for British Columbians. Public sector organizations are expected to adhere to the principles of: cost consciousness, accountability, appropriate compensation, service, and integrity. This includes following the spirit and intent of core government fiscal management practices to make all efforts to achieve administrative and operating efficiencies while delivering core programs and services.

Strategic stewardship requires public sector organizations keep up-to-date systems and implement effective cybersecurity practices, including maintaining information management and cybersecurity policies, guidelines, and standards; assessing enterprise risk for high-value information and services, including confidential and sensitive data; and continuously evaluating and updating security practices to align with industry standards. The [Office of the Chief Information Officer](#) within the Ministry of Citizens Services is available to support and offer guidance to your organization in any of these areas including communication protocols with core government.

As required by the *Climate Change Accountability Act*, you must ensure your organization implements plans and strategies for minimizing greenhouse gas emissions and managing climate risk. Your organization is expected to work with my ministry to report out on these plans and activities as required by legislation. Public sector organizations will continue to take action on climate change, a commitment that remains foundational and key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples and our commitment to advancing reconciliation. I expect your organization to comply with the *Declaration on the Rights of Indigenous Peoples Act*, including implementing existing commitments made under it. I expect your organization to work in partnership with First Nations rights-holders.

Public sector organizations must also adhere to government direction provided through the [Public Sector Employers' Council Secretariat](#) (PSEC) with respect to public sector compensation and bargaining mandates. Your organization's compensation decisions must be consistent with policy direction provided through PSEC. Please coordinate closely with PSEC before finalizing compensation decisions for existing CEOs or Presidents and Vice Presidents and in the recruitment of new CEOs or Presidents. PSEC consultation is also encouraged prior to hiring for Vice President positions.

The Crown Agencies Secretariat (CAS) in the Ministry of Finance supports public sector organizations to operate effectively, in the public interest, and aligned with government's strategic direction and priorities. Within CAS, the [Crown Agencies and Board Resourcing Office](#) will continue to support your board on recruitment, appointments and professional development by ensuring board composition and governance reflects the diversity of our province.

I expect you to ensure the important priorities and areas of focus listed in this letter are incorporated into the practices of your organization and as you develop plans to address the following priorities:

- Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.
- The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.
- I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for all students, staff, and faculty.
- Underlying our work is a continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

As Board Chair you are required, upon resolution of your board, to sign this letter to acknowledge this direction from government to your institution. The signed letter is to be posted publicly on your institution's website by June 23, 2025.

I look forward to continuing to work with you and your board colleagues to ensure the sustainable delivery of the services the public relies on.

Sincerely,



Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills

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.../4

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BOARD OF GOVERNORS – ACTION SHEET

June 19, 2025

Agenda #: 3.2

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

Agenda Item:

2024/25 Final Full-Time Equivalent (FTE) Enrolment Report

Action Required:

Approval

Draft Motion/ Recommendation:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE 2024/25 FINAL FULL-TIME EQUIVALENT (FTE) ENROLMENT REPORT.

Background/History/Executive summary:

NIC's *2024/25 Final FTE Report*, an annual Ministry of Post-Secondary Education and Future Skills reporting requirement, is provided for the Board's review and approval. This report provides NIC's domestic student full-time equivalent enrolments (FTEs)¹ with respect to Ministry funded targets for fiscal year 2024/25 (i.e., April 1st to March 31st).²

The *2024/25 Final FTE Report* was submitted to the Ministry by the May 21st reporting deadline. Data supporting FTE calculations were also submitted to the Ministry's Post-Secondary Central Data Warehouse by the June 2nd submission deadline.

The table below provides a summary of total, domestic, and international student FTEs for 2024/25, along with their year-over-year percentage changes compared to 2023/24.

2024/25 FTE Summary			
Student Type	2024/25 FTEs	YOY % Change	Context
Total (Domestic + International)	2,743	-1%	Second-highest in NIC's history.
Domestic	2,103	-3%	Lower one-time-funded program FTEs contributed to the decline.
International	640	6%	Highest in NIC's history.

The table below highlights domestic student FTE changes by program area in 2024/25, identifying those that made the most significant contributions to year-over-year increases and declines.

¹ Student Full-Time Equivalents (FTEs) are a measure used to quantify student enrolment activity within a fiscal year, employing a specific methodology outlined by the Ministry. Typically, each student enrolled full-time in a program is counted as one FTE. For part-time students, enrolment is converted to FTEs based on the proportion of a full-time course load they undertake; for instance, a student taking half of a full-time course load is counted as 0.5 FTEs. It's important to recognize that the FTE count for a program in a given fiscal year may often be significantly lower than the actual number of students enrolled. This discrepancy is common in programs that begin in the Winter term or close to the end of the fiscal year. In such instances, some course registrations may fall into the next fiscal year, leading to a division of FTEs between the current and subsequent fiscal years. Additionally, part-time and short-duration programs like micro-credentials typically yield fewer FTEs compared to the actual student headcount.

² FTEs from Skilled Trades BC-funded foundation trades and apprenticeship programs (748 FTEs) are documented but are not included in the Ministry's target calculations. Similarly, international student FTEs (640 FTEs) are recorded but do not contribute to the Ministry's targets. Additionally, 21 domestic student FTEs enrolled in the Bachelor of Science in Nursing program at NIC's Courtenay Campus, which is offered in partnership with Vancouver Island University (VIU), are not reported by NIC. Instead, these FTEs are reported to the Ministry by VIU.

2024/25 Domestic Student FTE Highlights			
2024/25 Domestic Student FTEs by Program Area	2024/25 FTEs	YOY % Change	Context
Health Programs	359	40%	Highest in NIC's history.
Base-Funded Foundation Trades	234	5%	Highest in eight years.
Base-Funded Apprenticeships	515	-7%	FTEs have been at record-highs for the past three years. This year is the third-highest in NIC's history.
One-Time Trades & Technical	58	-35%	These are Trades & Technical programs that are funded for only one year at a time (e.g., Fundamentals of GIS Micro).
One-Time Occupational Skills	35	-58%	These are Continuing Education & Training programs that are funded for only one year at a time (e.g., BC Wildfire Essentials).
<p>NIC's <i>Institutional Accountability Plan and Report for the 2024/25 Reporting Cycle</i> (IAPR) submission to the Ministry on or before July 11, 2025, provides further detail for 2024/25 enrolment, including FTEs, as well as NIC's 2024/25 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 19, 2025, meeting.</p>			
Policy analysis/strategic priority:			
<p>BUILD elements: 2.4 Integrated Enrolment 7.3 Transparency and Accountability</p>			
Attachments:			
<i>2024/25 Final FTE Report</i>			
Action:			
<p>It is recommended that the Board of Governors of North Island College approve the 2024/25 Final FTE Report.</p>			

APPENDIX I - PROGRAMMING YEAR-IN-REVIEW 2024/25

The 2024/25 academic year proved to be highly challenging due to rapidly changing federal policies. These changes included a reduction in international student study permit approvals and modifications to post-graduation work permit eligibility, both of which have negatively impacted the college's ability to recruit international students. As a result, the college expects to experience a significant decline in full-time equivalent international student enrolment from a peak of 640 FTEs in 2024/25 to a projected 32% decrease (to 436 FTEs) in 2025/26.

Despite these challenges, the following sections highlight how the college, through the collective efforts of staff, faculty, and administration, continued to deliver high-quality, relevant, responsive and accessible programming for learners throughout the NIC region. These sections also articulate the importance of being led by the Indigenous Education Council in developing and offering culturally relevant programs that align with the Truth and Reconciliation Commission of Canada's education-related Calls to Action.

Indigenous Education Year-in-Review

Indigenous-led learning (BUILD 5.1) remained the top priority for the Office of Indigenous Education in 2024/25. We advanced our commitment to self-determined education and training through over 25 community-based programs coordinated by the Associate Director and the Manager of Indigenous and Regional Partnerships. These programs spanned early childhood care and education, adult upgrading, trades, language revitalization, teacher education, and Indigenous leadership, reaching more than 300 Indigenous learners.

Highlights from the North and Central Region include:

- Carpentry Level 1 in Dzawada'enuxw First Nation's community of Kingcome Inlet with CET
- Heavy Equipment Operator training with Homalco First Nation
- ECCE Pathway with Homalco First Nation
- Awi'nakola Adult Upgrading at Mixalakwila campus

Highlights from the West Coast Region include:

- Wildfire training with Huu-ay-aht First Nations
- ECCE with Nuu-chah-nulth communities
- Pathways to Teacher Training with the Beaufort Delta Divisional Education Council in Inuvik, Northwest Territories

We deepened Indigenous Language Fluency programming with two new cohorts of the ILF Certificate in Nuu-chah-nulth delivered in partnership with Ahousaht and Tla-o-qui-aht First Nations. Over 50 learners participated in Nuu-chah-nulth courses, while Ayajuthem language offerings continued with the support of Homalco, Klahoose, K'omoks, and Tla'amin First Nations. Online delivery supported intergenerational learning from home communities. Adult Basic Education language courses in Kwak'waka and Nuu-chah-nulth continued to see strong registrations for digital synchronous deliveries, and an in-person offering of ILF 101 was offered at the Comox Valley campus to support elective options for students in a variety of NIC program areas. NIC also partnered with the Nuu-chah-nulth Tribal Council to deliver Indigenous Teacher Education programming, including an ILF 111 field school in Hawaii.

A major advancement this year was the formalization of the Framework for Indigenous-Led Education and Training (FILET). FILET is a systemic, Nation-directed model for delivering respectful, sustainable and responsive education. It articulates roles, responsibilities and protocols for in-community programming and is now being integrated into NIC's operational planning processes as the foundational approach for all

Indigenous partnerships.

In alignment with FILET, the Indigenous Education Council (IEC) continues to move into a co-governance role—offering strategic direction, guiding program development, and helping shape NIC policy through a distinctions- and protocol-based lens. This year, the IEC prioritized equitable Nation representation and is developing a formal structure to distinguish voting and observer members. Conversations with the NIC Board of Governors have also begun to explore the inclusion of IEC-appointed seats at the Board table, reinforcing Indigenous leadership in institutional governance.

A key initiative emerging from the IEC was the directive for NIC to develop a standalone Bachelor of Education (Indigenous Teacher Education) program. At the Council's request, NIC will begin designing a five-year program rooted in Indigenous pedagogies, starting with the development of a two-year Indigenous Education pathway. This work builds on years of partnership and will be guided by community vision, sovereignty in curriculum design, and the desire for a truly Indigenous teacher training model.

Indigenous student satisfaction remains high. According to the 2024 Indigenous Student Satisfaction Survey:

- 94% of students were satisfied or very satisfied with their overall NIC experience;
- 90% felt NIC was helping them meet their educational goals;
- 95% were satisfied with Indigenous student lounges; and,
- Indigenous Education Navigators and Elders in Residence were viewed as highly valuable, though students requested more frequent engagement and clearer communication about available supports.

In collaboration with the IEC, we also launched regional outreach to increase Nation participation and ensure alignment with strategic commitments to reconciliation, decolonization, and language revitalization. This work continues to be guided by *Working Together 2021–2026* and informed by the lived experiences and direction of Nations.

Through collective effort, NIC remains committed to walking alongside communities—supporting Indigenous sovereignty in education, advancing reconciliation, and building systems that honour Indigenous knowledge, relationships and futures.

Trades and Technical Programs Year-in-Review

The Faculty of Trades and Technical Programs experienced another busy academic year. In Fall 2024, there were over 37 intakes across foundation and apprenticeship training programs, covering a wide range of trades including automotive, heavy mechanical, welding, metal fabrication, carpentry, plumbing, electrical, instrumentation, furniture design and cabinetry, culinary, and forestry certificate and diploma programs. As per industry demand, the momentum continued through the Winter and Spring semesters, with an additional 50 intakes commencing on a regular basis, spanning all trades, in addition to the launch of two Trades Sampler program intakes supporting dual credit students.

In the World of Forestry...

Our Coastal Forest Worker Certificate and Technology Diploma programs have gone through a bit of a change with the departure of coordinator Coleen MacLean. Matt Neuwirth has taken up the reins and seamlessly stepped into guiding our students to success, and this is what's going on:

“The Coastal Forestry Department has continued to build on its dynamic educational offerings and industry partnerships, enhancing our students' learning experiences. We have established an active partnership with the Canadian Institute of Forestry - Vancouver Island Section (CIF-VI) to provide our students with access to a mentorship program, originally piloted with Vancouver Island University Forestry Program and CIF-VI. Several of our students

have eagerly signed up to participate in this program, which connects them with experienced industry professionals as mentors. This opportunity allows students to gain invaluable insights into their future careers, and the mentorship program includes weekend field trips throughout the year. These trips facilitate networking between students and mentors in an engaging outdoor learning environment that further develops their industry knowledge and skills.

Our students are actively engaged in hands-on projects and fieldwork as part of their curriculum. Second-year students are working on their year-long Technical Projects course, a cornerstone of the program that spans both semesters, challenging them to apply their knowledge to real-world scenarios. First-year students have attended multiple field trips to culturally significant sites around Campbell River and the Comox Valley as part of their Indigenous Lands and Culture course, gaining deeper insight into local Indigenous history and stewardship practices. Additionally, second-year students recently had the unique opportunity to visit Yorke Island with BC Parks, where they explored a significant site that blends heritage values, First Nations cultural perspectives, and forest ecology within an actively managed park setting.”

In late February, the Coastal Forest Resource Technology Program participated in a field school trip to Costa Rica titled Empowering Communities: Climate Action and Resilience in Costa Rica. This transformative experience provided three second-year students and one faculty member with invaluable insights into sustainable practices, community-based solutions, and environmental stewardship.

Throughout the trip, students engaged in a range of sustainability initiatives, including eco-tourism models, Indigenous-led experiences, and regenerative agro-forestry practices. Participants gained a deeper understanding of the complexities of environmental sustainability, recognizing that achieving sustainable outcomes requires a holistic approach that balances both positive achievements and ongoing challenges. For example, students acknowledged the paradox of traveling by plane to explore eco-friendly initiatives, reinforcing the importance of considering broader environmental impacts.

Students noted key takeaways that are directly applicable to forestry practices in British Columbia. They observed that Costa Rica's landscape lacks cohesiveness and is fragmented, which poses challenges like those faced in B.C. This fragmentation can undermine sustainable practices, such as pesticide-free initiatives, as adjacent areas may still introduce contaminants into shared water sources. Recognizing this complexity reinforced the importance of landscape-level planning in both regions. The importance of landscape-level planning, as demonstrated in Costa Rica, mirrors B.C.'s own forest landscape planning initiatives. Additionally, multi-layered planting strategies designed for drought mitigation and the development of community co-ops were identified as potential strategies that could be adapted locally. Students expressed excitement about exploring cooperative models and implementing sustainable practices in their future work.

This experience has encouraged students to reflect critically on their consumption habits, career goals, and the broader impacts of their decisions. The opportunity to connect with Costa Rican communities has left a lasting impression, empowering students to apply these insights in meaningful ways moving forward.

Seaweed Micro-Credential Program

North Island College's Seaweed Micro-Credential program is an innovative project that aims to diversify the economy on Northern Vancouver Island by focusing on delivering training opportunities for an emerging industry. Through funding support from the Ministry of Post-Secondary Education and Skills Training, Trades and Technical Programs launched intake one of the pilot projects from the Campbell River campus in January 2025.

The program team has worked closely with the Pacific Seaweed Industry Association to engage with seaweed industry experts throughout B.C., Canada and globally. These collaborative engagement sessions with subject

matter experts have informed the curriculum content to ensure relevancy and alignment with industry standards.

On January 6, 2025, twelve students began a nine-week journey to learn about the seaweed industry. From an introduction to seaweed, to regulations and harvesting practices, and business commercialization, the program offered students a breadth and depth of knowledge to prepare them to work in this emerging sector. In addition to a field trip to the Klahoose First Nation kelp farm and beach walks, 24 industry speakers joined the class virtually and in person to augment curriculum and provide valuable industry-based insight and technical data about the seaweed industry. Throughout the pilot delivery, students and industry held an active role in evaluating learning modules and activities to inform further program development and the alignment of programming with sectoral needs.

The culmination of the program was a Seaweed Showcase on March 7, 2025, that provided students with the opportunity to share reflections and present their seaweed business ideas. Industry partners, funders, instructors, NIC colleagues and leadership joined to celebrate student achievement and discuss next steps.

Recruitment has commenced for the second intake of the pilot programming which will launch in August 2025.

News in Carpentry and Program Advisory Committees

Carpentry instructor, Erik Hardin, stepped out of his instructional duties for the Fall as he set his sights on the following priorities.

Over the past decade, Erik has been instrumental in completing the final steps of the Carpentry Harmonization Mandate. In his role as Chair of the Articulation Committee, he has contributed to national and provincial program outlines, Red Seal exam development, standard level exam reviews and rewrites, and the creation and review of learning resources. His efforts have supported the successful harmonization of the Carpentry program and advanced numerous related initiatives.

In October and November, he was in Richmond at the SkilledTradesBC (STBC) head office editing, reviewing, and rewriting standard level exams for years 1, 2, and 3 Carpentry apprenticeships as the subject matter expert and representative of the carpentry instructors. His involvement in rewriting the 2024 Harmonized Program outline for carpentry has helped STBC maintain a smooth transition to the new standard level exams.

He has also supported the revival of the Carpentry and Plumber PAC tables, liaising with faculty, sponsors and industry regarding the potential of collaborative applied skills initiatives with the aim of involving multiple trades and, thus, multiple students and instructors, while also engaging with the NIC community, Indigenous Education Committee table, Nations and regional community regarding core programming.

Erik and instructor Nick Charette developed an initial agenda for the Program Advisory Committee groups for Carpentry and Plumbing and they gave a reintroduction to the programs with an open, but guided, discussion giving voice to concerns from industry regarding apprenticeship training and foundation trades, working with STBC and NIC.

The end of November and the beginning of December brought together the Trades and Technical programs' faculty who dedicated their time to renew our Program Advisory Committees (with support from Erik Hardin (Carpentry) and David Johns (CTLI)). In addition to Carpentry and Plumbing, the associate dean supported multiple program advisory meetings inclusive of Heavy Mechanical, Electrical, Culinary, Automotive, Welding and Metal Fabricator which all involved lively discussions around what the programs offer, changes within industry and program requirements. The PAC tables have expanded, and we are excited to welcome Jeremy Lake, District Manager at Miller Electric, and Ryan Page, Welding Superintendent at Seaspan, to our Welding Program Advisory Committee. Their industry experience and insight will be valuable assets to our program. Through industry engagement we are also pleased to announce that Miller Electric has committed to sponsoring a Top Student Award for all our Welding Foundation programs over the next three years.

addition, Milwaukee Tools will be sponsoring a Top Student Award for one of our upcoming Heavy-Duty Equipment Technician classes this September.

Culinary

You know we have top-notch culinary instructors when North Island College's Culinary program makes it into the top 30 of best culinary schools in Canada according to University Magazine in the December 10th publication! NIC is lauded for its hands-on training and innovation, along with attributes such as integrating sustainability into the curriculum.

Trade Sampler

The NIC Trade Sampler program has undergone a significant and highly successful restructuring, resulting in increased student capacity and enhanced program efficiency. By implementing a dual-cohort system, with morning and afternoon sessions, we have effectively doubled our student intake, now serving 32 (with one special case totaling 33) aspiring tradespeople, compared to the previous 16. This expansion allows us to extend valuable trade skills training across multiple trades, with core concentrations on Carpentry, Electrical, Cabinetmaking, Welding, Metal Fabricator, Automotive, Heavy Duty, and AutoCAD Principles, to a wider segment of our community, directly addressing the growing demand for skilled labour in our region. Notably, this increased capacity has been achieved without compromising the program's core objective of providing 300 hours of hands-on training for each student. We are also heavily emphasizing essential skills development (resume, cover letter, mock interview, job search, and math) throughout the program, ensuring students are well-rounded and prepared for the workforce.

By focusing on these key trades with extended module times, students are gaining a more comprehensive understanding and developing deeper skill sets. This targeted approach not only enhances the quality of our training but also minimizes faculty preparation time through streamlined, repeatable lesson plans. The result is a more efficient, impactful program that maximizes resource utilization and ensures our graduates are well-prepared to meet the demands of our regional workforce. Crucially, we are also dedicated to assisting students in their job search, providing resources and guidance for application processes, ensuring they transition smoothly into employment. This strategic shift represents a significant step forward in our commitment to providing accessible, high-quality trades education, and we are confident that it will yield substantial benefits for both our students and the community we serve.

International Education Year-in-Review

NIC enrolled 818 students (640 FTEs), the highest ever, from 48 different countries in 2024/25 (as compared to 47 home countries in 2023/24) and according results from the Canadian Campus Wellbeing Survey, 86% of international student respondents agreed that NIC provides a supportive learning environment.

In a year dominated by federal immigration restrictions, lower new student enrolments began to be noticed in our Fall and Winter intakes. In response, the Office of Global Engagement (OGE) Recruitment and Enrolment began identifying programs that would match Immigration, Refugees and Citizenship Canada's (IRCC) new labour market focus. Some program adjustments helped to produce a 48% increase in enrolment in Health and Human Services programs over 2023/24. The college expects to continue to provide programs identified by IRCC with high labour market demand for international students at the Port Alberni, Comox Valley and Campbell River campuses in 2025/26, but expects to see an overall reduction in international student enrolment.

NIC continued to develop international projects, study abroad and partnership opportunities, supporting diverse international experiences for students as well as faculty and administrators in 2024/25. NIC provided international learning opportunities for 34 students (26 Indigenous and eight non-Indigenous), nine faculty members, four Elders, three administrators, and two staff. These experiences took place in New Zealand, Hawaii, Japan, Mexico, Costa Rica, Belgium, Jordan and France.

Additionally, NIC participated in international capacity-building initiatives, including the Kenya Blue Economy Skills Development project and the South Africa Skills Training Enhancement program. The latter is the first project that NIC has taken on the lead role and is coordinating two Canadian and 15 South African partners to implement and deliver project goals over the next three years. OGE also successfully secured \$500,000 in scholarships for international students through the Canadian International Development Scholarships to support students from Cameroon, Africa, to study in the Electrical Foundation program starting in 2026.

In Fall 2022, NIC launched *Journeying Together*, Canada's first-ever Indigenous-serving internationalization plan developed under the guidance and support of the Office of Indigenous Education, NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan just completed its third year and weaves international and Indigenous together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. It also strongly reflects interest from Indigenous students and communities to engage more actively in building Indigenous educational opportunities worldwide.

Together with the support and guidance of the Office of Indigenous Education, OGE helped to deliver three Indigenous Speaker Series programs at Qə pix ʔidaʔas. This was our first attempt at this kind of program, and we anticipate continuing the series in 2025/26 in the new Gathering Place in Comox Valley and possibly one of the other campus locations.

In 2024/25, NIC collaborated with global partners on an Indigenous-Serving Special Topics Collaborative Online Indigenous Intercultural Learning project, working with institutions in Mexico and Hawaii, as well as the Western Canada Mobility Network. Further, NIC was asked to contribute to the organization and delivery of Paving a Path Forward: Supporting Indigenous Students in Education Abroad, a pre-conference session at [Forum on Education Abroad](#), the world's largest gathering of study abroad professionals. This is the first time The Forum has included Indigenous study abroad in its schedule. This coming year, NIC is planning to present our international Indigenous work together, at the Conference of the Americas on International Education in Costa Rica, Canadian Bureau for International Education in Quebec City, and World Indigenous Peoples' Conference on Education in Auckland, New Zealand.

Health & Human Services Year-in-Review

The Faculty of Health and Human Services at North Island College continues to experience historically high enrolment levels in 2024/25, reflecting strong interest in the health and human services sectors. Health program full-time equivalents (FTEs) remain robust, with 359 FTEs enrolled, marking the highest in NIC's history. Previous record enrolments include 316 FTEs in 2021/22 and 309 FTEs in 2022/23.

Early Childhood Care and Education (ECCE)

The ECCE Department graduated two cohorts of international students who completed the ECCE Infant and Toddler Diploma program at the Port Alberni and Campbell River campuses in Spring 2024. In Fall 2024, both campuses welcomed new international ECCE diploma cohort students (completion in Spring 2026). The Comox Valley international cohort students are completing their ECCE Infant and Toddler Diploma, with graduation in June 2025. A new international diploma cohort will commence in the Comox Valley in Fall 2025.

In collaboration with NIC's Office of Global Engagement (OGE), the ECCE Department plans to offer one or two international diploma programs each Fall term through 2027 at the Campbell River, Comox Valley, and Port Alberni campuses. Additionally, the ECCE Department is supporting in-community programming with the Homalco First Nation. This cohort is currently completing preparatory pathway courses and will begin the ECCE certificate program in Fall 2025. In Spring 2025, the ECCE Department is partnering with NETP to deliver the ECCE Assistant pathway.

and 71 to help them launch careers in ECCE.

Human Service Worker (HSW)

The HSW Department collaborated with the Mount Waddington Family Literacy Society in Port Hardy to deliver the Education Assistant/Community Support Worker: Indigenous Focus program. This cohort, blended with the Port Alberni cohort, was delivered online to accommodate students residing in rural and remote communities.

In Winter 2026, the HSW Department will support an international cohort of students pursuing an EA/CSW certificate, followed (in 2027) by completion of their HSW Diploma in their second year. This marks the first offering of this program, with significant planning underway to ensure a robust and supportive experience for international students.

Nursing Programs

The Bachelor of Science in Nursing Department is supporting its first cohort of base-funded, part-time Licensed Practical Nursing Access to Bachelor of Science in Nursing pathway program. Currently, 28 students are enrolled, with completion anticipated by December 2027, addressing B.C.'s registered nursing workforce needs.

The third cohort of the Access to Practical Nursing Pathway program commenced in Fall 2024. This base-funded program, offered biennially, currently serves 18 students with graduation expected in Spring 2026.

Health Care Assistant (HCA)

The HCA Department continues to provide seats for students in the Health Career Access Program (HCAP), which supports individuals in becoming qualified Health Care Assistants. The HCAP initiative offers financial assistance, enabling new hires to begin as health care support workers while receiving paid training leading to full certification.

The first international cohort of Health Care Assistant/Community Mental Health Worker (HCA/CMHW) certificate students are fully engaged in their program, and we anticipate 24 students will graduate in Spring of 2026 with all students in that cohort holding two certificates for two high-demand roles. As this first international cohort will complete their HCA certificate in Spring 2025, they are preparing for Fall 2025 to commence the CMHW certificate program, resulting in dual certification for graduates in two high-demand fields. The next international cohort of this unique offering will begin the Health Care Assistant Certificate, as the first year of the HCA/CMHW certificate program at the St. Joe's campus in Fall 2025.

Arts, Science & Management Year-in-Review

It has been an exciting and busy year for the Faculty of Arts, Science & Management as constituent departments continue to advance our quality assurance plan through NIC's program review framework. Our ongoing concern for quality assurance and quality enhancement persists despite changes introduced by the federal government (alluded to below) and a reconfiguration of FASM. The change, which will take effect in September, will aid in collaborative planning and decision-making and support the development of new interdisciplinary programming.

As identified in last year's submission, FASM serves learners across business, university studies, digital design and development, engineering, office administration, visual arts, and tourism and hospitality management. Changes made to Canada's visa regime and correspondingly to program eligibility for the post-graduation work permit (PGWP) has had a sudden and dramatic impact on FASM. Noting this, FASM moved quickly to develop three new programs for Fall 2025:

- Associate of Arts, Psychology;
- Associate of Science, Computer Science; and,
- Health Science Diploma.

All three programs comprise two years of learning (i.e., 60 credits) and (as of writing) meet PGWP eligibility requirements; however, ultimately Immigration, Refugees and Citizenship Canada make the determination on graduate's permit eligibility on a case-by-case basis.

A program that tends to fly under the radar - but aligns perfectly with our commitments to access and personalized education - is the Associate of Arts Degree, pre-Social Work (AASW). The cluster of courses comprising the AASW continues to attract students and deliver a de facto transfer opportunity for students wishing to pursue a Bachelor of Social Work (BSW) degree at a B.C. university. That is, students completing 60 credits of university-transferable courses (including SSW 120 and 122) at NIC are eligible to apply for third-year entry into a recognized BSW program. Continued collaboration between the Faculties of Health & Human Services and Arts, Science & Management ensures the two required courses (SSW 120 and SSW 122) are available to university studies and AASW students, whilst also being available to Human Services Diploma students.

Despite noted structural changes, continuing international students populated (and continue to populate) many of our programs. FASM enrolled just over 1,010 FTEs in 2024/25 (over 1,900 students), an historically-high number and the second highest since pre-pandemic 2019/20 (1,053 FTEs) after last year's 1,040 FTEs. Moreover, digital design and development programs were the highest in NIC's history with 114 FTEs enrolled with expanded Web and Mobile Application Development Diploma spaces (20 expansion FTEs) and strong enrolment in post-graduate web and mobile diploma programs.

Similarly, business program FTEs remained strong in 2024/25 with 307 FTEs enrolled. Business program FTEs have remained above 300 FTEs for the past three years (compared with an average of 268 FTEs for the prior three-year period). Among our business credentials, the Bachelor of Business Administration (BBA) is the only one that currently meets PGWP eligibility requirements. Noting this, and appreciating the BBA is NIC's only standalone bachelor's degree program, the department has been looking to incorporate High Impact Practices (HIPs) and extend co-curricular opportunities. Some of the proposed changes involve the achievement of a common first-year experience for students, the development of an intensive writing course (or courses), the creation of an e-portfolio for students, and the establishment of more specific applied learning opportunities (like a yearly case competition). Our goal is to make the BBA a more dynamic, responsive program that meets the needs of 21st century learners.

In alignment with NIC's strategic priority to provide access to post-secondary education through optimizing multiple modes of course delivery (BUILD 4.2), FASM continues to utilize a variety of delivery methods across all programs. Office administration programs remained fully digital in 2024/25 while business programs

employed face-to-face, blended and digital delivery.

We continue to offer dual credit opportunities to many of our school district partners and endeavor to provide access to as much programming as possible. Dual credit enrolment in FASM programs increased by 71% over the previous year in 2024/25, with 123 students enrolled in university studies and business programs. Dual credit offerings are important for a variety of reasons, most notably because they offer high school students a chance to experience NIC and come to appreciate the many benefits associated with learning in a more supportive environment.

Mentioned in the initial paragraph, program review (which is provincially mandated and managed via the Quality Assurance Process Audit) has been an ongoing process in FASM and over the past few years has touched every department and program. Programs and departments have undertaken curriculum mapping, reviewed and updated learning outcomes, and re-evaluated assessment methods and pedagogy as part of program review. Given the enormity of this process and its encompassing nature, it seems appropriate to acknowledge this process in the year-end review. Faculty have dedicated a lot of time and effort reviewing curriculum and imagining new programmatic opportunities.

Programming in Math & Science continues to impress. At the time of writing, the Engineering Foundations Certificate, which experienced significant growth in enrolment over the past two years, is witnessing a 47% increase in applications. In the same vein, the Island Pre-Health Advanced Diploma, designed to prepare students for medical and health-related undertakings, has attracted 61% more applications this year than last. As a result, our newly refurbished science labs in the Comox Valley will be operating at near capacity. The Health Science Diploma, which will start Fall 2025, has already attracted 15 applicants.

As previously reported, in support of the college's strategic priority for reconciliation (BUILD 7.1), business programs added ABG 100: Histories and Impacts of Colonization to core the curriculum. This required first-year course supports our commitment to the Truth and Reconciliation Commission Call to Action 92. Altogether, 142 business students enrolled in ABG 100 in 2024/25 and in total, 313 students enrolled in the course across all programs. With Indigenization in mind, FASM and the NIC Office of Indigenous Education collaborated with the Nuu-chah-nulth Tribal Council and Vancouver Island University to offer the Pathways to Education program to 10 students in 2024/25. The program combines course instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers five Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning. FASM has continued offering ABE-level English and math courses at our Port Hardy campus to support the Awi'nakola initiative.

Our commitment to experiential and work-integrated learning continues with 144 students having enrolled in either a co-op work term or other work placement course. Also, and again appreciating the learning advantages of experiential learning, FASM students participated in many different applied learning activities. For example: University Studies/Associate of Arts students supported an archaeological dig; Engineering and Business students visited local farms and businesses; Adventure Guiding students attended a conference and workshop; Biology students explored local wetlands and coastal inlets; Tourism & Hospitality Management students visited the Vancouver Convention Centre and hotels in Victoria; University Studies students travelled abroad for field schools to Croatia and Japan. Fine Arts and Digital Design + Development students curated their year-end art exhibition and developed projects with local clients, and students across the Faculty undertook applied research and other social science projects. This commitment to applied learning is fundamental and is an element of many of our courses.

Continuing Education and Training Year-in-Review

NIC's Department of Continuing Education & Training (CET) delivered a diverse complement of vocational, workforce certification, professional, and contract training programs in 2024/25. Notable program offerings included the newly developed Applied Human Resources Practitioner Micro-Credential, Small Business Fundamentals, Project Coordinator Foundations, and Solar/HVAC Home Remediation programs. In addition, we offered ongoing programs including BC Wildfire Training, Carpentry Apprenticeship Level 1, Adventure Guiding, Greenhouse Fundamentals, Office and Clerical Training, and the regularly scheduled programs of Hospital Unit Clerk, Seniors' Activity Assistant, Animal Care Aide, and Metal Jewellery Design.

CET continued to expand delivery of online programs into other regions of the province in 2023/24, notably in the Okanagan Valley, Southern Vancouver Island, and Northeastern B.C.

CET developed numerous First Nations and community partnerships across the NIC region to meet local workforce training needs in 2024/25. Programs were launched in collaboration with Huu-ay-aht First Nation of Bamfield, Dzawada-Enuxw First Nation at Kingcome Inlet, and Homlaco First Nation at Campbell River. Other partners include BC Care Providers Association, Port Hardy Chamber of Commerce, Village of Gold River, and Nuuchahnulth Employment and Training Program, the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, Island Health, the BC Craft Brewers Guild, and seniors' long-term care homes.

The CET department engaged in new collaborations with the Indigenous Education Department based on the Indigenous Education Framework to deliver tailored programming in-community and on campus. This included wildfire training for Huu-ay-aht First Nation and guardian training for Homalco First Nation.

CET, along with these partner organizations, applied for and received funding from the Community Workforce Response Grant program for the delivery of five training programs in 2024/25. These programs provided needed workforce skills training for more than 60 students on North Vancouver Island. Total funding was more than \$460K and supported the social and economic health of communities throughout the North Island College region.

In addition, CET delivered five programs under the B.C. Government's Future Skills Grant to over 150 students, generating revenue of \$500K, including BC Wildfire Essentials, Building Service Worker, Office and Clerical Training, Project Coordinator Foundations, and Small Business Fundamentals, with some programs delivered to multiple cohorts.

CET received funding through the Ministry's Micro-Credential Call for Proposals to develop curriculum for a Rural and Indigenous Economic Development Micro-Credential program. The program is currently being developed and will be delivered in Fall 2025.

CET partnered with the Port Hardy Chamber of Commerce for funding to deliver the Retail and Customer Service Confidence program to four cohorts in Port Hardy. Three intakes have now been delivered with successful work experience and employment outcomes.

Section 1 Program Level Details

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actual	Utilization	Comments
Bachelor of Science in Nursing	NURS	51.3801	87	104	119%	
Bachelor of Science in Nursing Option C (LPN2BSN)	NURS	51.3801	18	12	67%	Part-time program so students are not enrolling full FTEs.
Bachelor of Science in Nursing Option C (LPN2BSN)	HLOT	51.3801	8	4	50%	Part-time program so students are not enrolling full FTEs.
Licensed Practical Nurse	NLPN	51.3901	48	50	104%	
Access to Practical Nursing	NLPN	51.3901		0		
Ongoing Base - Health Care Assistant / Health Care Assistant - Partnership Pathway	NHCA	51.3902	60	43	72%	
One-time - Health Care Assistant - Partnership Pathway	HLOT	51.3902	24	72	302%	
Island Pre-Health Science Program	HLTH	51.1199	32	12	38%	
Allied Health	HLTH	Multiple		62		
Developmental	DEV	Multiple	256			
Tuition policy eligible ABE	ABE	53.0102		160		
Tuition policy eligible ESL	ESL	32.0109		0		
Not tuition policy eligible ASE	ASE	32.0101		35		
Not tuition policy eligible Developmental (please list)	DEV	Multiple		0		
Blended Basic Certificate	AVED	19.07	6	3	51%	Part-time program so students are not enrolling full FTEs.
Computer Information Systems (Certificate)	AVED	11.07	40	34	84%	
Web and Mobile Application Development Diploma	AVED	11.0801	20	7	34%	
AVED all other programs	AVED	Multiple	1,813	756	42%	
Total Ministry			2,412	1,354	56%	

Section 2 SkilledTradesBC Trades Training

PROGRAM	Ministry Code	CIP Code		FTE Actual		Comments
Apprenticeship Technical Training	ITAP	Multiple		515		
Explorer	ITXA/ITXY	Multiple		21		
Foundation	ITEL/ITHS/ITOT	Multiple		212		
Total STBC				748		

Section 3 International Not Reported in Section 1 Above

PROGRAM		FTE Actual		Comments
International graduate level (Masters or Doctoral)		0		
International all other (e.g. Baccalaureate, certificate)		640		
Total International		640		

Section 4 Total Enrolment

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actual	Utilization	Comments
Total Ministry			2,412	1,354	56%	
Total STBC				748		
Total Domestic			2,412	2,103		
Total International				640		
Total Domestic and International				2,743		

Section 5 Supplementary Information


SUPPLEMENTARY INFORMATION	Ministry Code	CIP Code	FTE Target	FTE Actual	Utilization	Comments
Total graduate level (Masters or Doctoral) included in section 1	Multiple	Multiple	0			
Health Externally Funded Domestic sources	Multiple	51.0000		0		
Health Externally Funded International sources	Multiple	51.0000		0		
Existing Delivery All other Early Childhood Education	AVED	Multiple		43		
Existing Delivery Web and Mobile Application Development Diploma	AVED	11.0801	7	7	106%	
Official Languages Education French Language Programs (1) French language/literature courses or (2) courses offered in French by the Faculty of Education or French language/literature courses offered through the Faculty of Arts in collaboration with the Faculty of Education for students planning to be teachers of Core French, French Immersion or Francophone Programs.	AVED	05.0124 13.1325 13.1402 55		7		

Section 6 <To combine components of Sections 1,3 and 5 for RRU, SFU, UBC, UNBC and UVIC>

Combined			FTE Target	FTE Actual	Utilization
International Reported in Section 5 Above	Multiple	Multiple		0	
International Reported in Section 3 Above	Multiple	Multiple		640	
Total International				640	
AVED graduate level (Masters or Doctoral)			0	0	
AVED all other programs			2,412	1,354	56%

Section 7 Summary by Program Grouping

Program Grouping	FTE Target	FTE Actual	Utilization
Total Health	277	359	129.7%
Total Developmental - Tuition policy eligible	256	160	62.7%
Total Developmental - Not tuition policy eligible		35	
ECE Expansion	6	3	51.2%
Tech Expansion	60	40	67.4%
Total AVED All Other Programs	1,813	756	41.7%
Total Ministry	2,412	1,354	56.2%

	BOARD OF GOVERNORS – ACTION SHEET June 19, 2025 Agenda #: 3.3 <i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i>
Agenda Item:	Institutional Accountability Plan and Report for the 2024/25 Reporting Cycle (IAPR)
Action Required:	Approval
Draft Motion/ Recommendation:	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2024/25 REPORTING CYCLE.
Background/History/Executive summary:	
<p>British Columbia’s Ministry of Post-Secondary Education and Future Skills has developed a results-based Accountability Framework for the public post-secondary system. All public post-secondary institutions in British Columbia prepare annual, publicly available IAPRs. The purpose of the IAPR is to describe an institution’s goals, objectives and outcomes and how it will monitor progress toward those outcomes. The IAPR must also report on an institution’s progress toward the goals and system objectives of Government, including long-term strategic initiatives as well as priorities specified in institutional mandate letters. In addition, as the IAPR is both a report and a plan, institutions must describe what actions are planned for the future. The IAPR is a public document designed primarily for two audiences: 1) The Ministry, including the Minister and 2) the general public, and will be published to NIC’s and the Ministry’s public websites in Fall 2025 after review by the Ministry over the summer.</p> <p>NIC achieved 20 of the 23 assessed Accountability Framework performance measures in the 2024/25 reporting cycle. The Total Student Spaces, Developmental Student Spaces and Bachelor Credentials Awarded measures were not achieved. Section 4. Accountability Framework Performance Measure Results in the IAPR provides detail for all NIC’s Accountability Framework performance measure target assessments.</p> <p>NIC’s IAPR is aligned with <i>BUILD 2026</i>, NIC’s 2021-2026 strategic plan, and includes a year-end summary report for BUILD’s fourth year in section 3. Performance Plan and Report: BUILD 2026.</p> <p>NIC will submit the <i>Institutional Accountability Plan and Report for the 2024/25 Reporting Cycle</i> to the Ministry by the submission deadline of July 11, 2025.</p>	
Policy analysis/strategic priority:	
BUILD Element: 7.3 Transparency and Accountability	
Attachments:	
Institutional Accountability Plan and Report for the 2024/25 Reporting Cycle (IAPR)	
Action:	
It is recommended that the Board of Governors of North Island College approve the Institutional Accountability Plan and Report for the 2024/25 Reporting Cycle.	

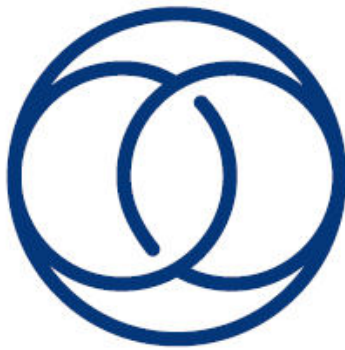


NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

***** DRAFT at 25/06/09 *****



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.



Accountability Statement

June 19, 2025

Honourable Anne Kang

Minister of Post-Secondary Education and Future Skills
Parliament Buildings

Victoria, British Columbia V8V 1X4



Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the NIC Institutional Accountability Plan and Report (IAPR) for the 2024/25 reporting cycle.

We are accountable for the results presented in the IAPR report, which outlines NIC's goals, achievements and alignment with government mandates, as well as strategic initiatives.

*****SIGNATURE PENDING**

Patricia Trasolini, Chair

NIC Board of Governors

*****SIGNATURE PENDING**

Lisa Domae, President

Tony Bellavia, Acting President

North Island College

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1 Strategic Direction and Context

1.1 Institutional Overview

North Island College (NIC) is an inclusive and expansive community college, serving a diverse region of approximately 80,000 square kilometres across central and northern Vancouver Island and the Central Coast of British Columbia, from Bamfield to Bella Coola. With a regional population of over 169,000 residents, NIC serves the largest population of any rural college in B.C., offering access to high-quality education in both urban and remote communities.

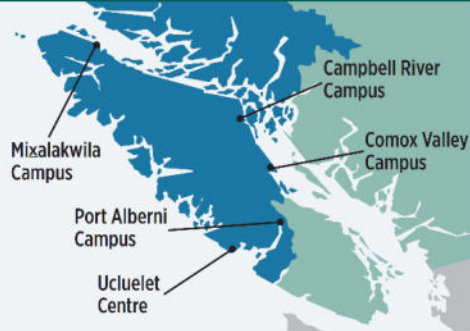
NIC is honoured to operate within the unceded territories of 35 First Nations, whose rich traditions—including those of the Nuuchahnulth, Kwakwaka'wakw, and Coast Salish Peoples—continue to guide and inspire the college's work. This land-based relationship is foundational to NIC's identity and ongoing commitment to reconciliation, collaboration, and Indigenous-led education.

Founded in 1975 as a distance education institution, NIC began by delivering learning opportunities to residents in remote logging camps and coastal communities through a network of 24 regional learning centres. As the region's population grew and urbanized throughout the 1990s, the college transitioned to a campus-based model, establishing permanent campuses in Campbell River, the Comox Valley, Port Alberni and the M̓isalakwila campus in Port Hardy.

In 2025, North Island College celebrates its 50th anniversary—a milestone shaped by a half-century of innovation, resilience and deep connection to community. With an eye to the future, the college will open its first-ever student housing commons at the Comox Valley campus in Fall 2025. The new facility, gifted the name tul'al'txw by the K'ómoks First Nation, will offer a mix of single and family units, with flexible lease terms designed to support learners across a diverse range of programs and life circumstances.



NIC North Island College 2024/25 Fast Facts



NIC REGION

North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km² service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

STUDENT ENROLMENT*

6,969

Total students

246

Dual Credit
high school students

76

Dual Admissions
post-secondary students

983

Indigenous
students

818

International
students

2,103

Domestic FTEs

640

International FTEs

*Headcount based on fiscal year NIC internal enrolment data

NIC STUDENTS SAY*

93%

Satisfied with their
education at NIC

97%

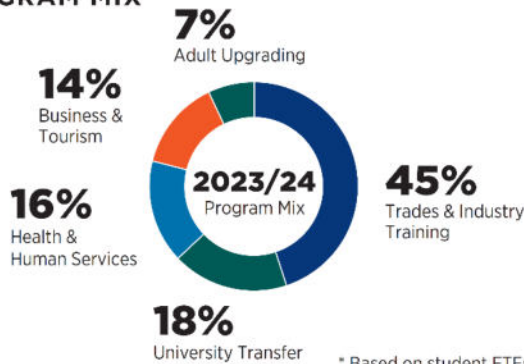
Quality of instruction
is high

94%

Well-prepared by
NIC for further studies

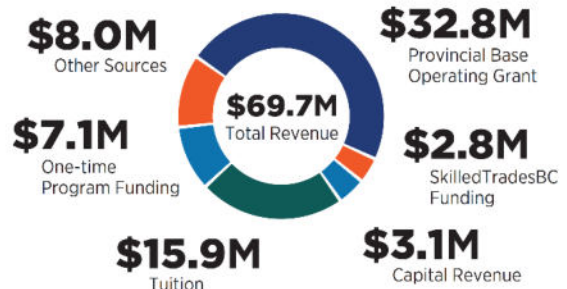
*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

PROGRAM MIX*



* Based on student FTEs

COLLEGE REVENUE



2024 AWARDS*

NORTH ISLAND COLLEGE
NIC
FOUNDATION

583

student recipients

\$796,675

in Awards available to students

*as of September 30, 2024

DOMESTIC STUDENT ORIGINS

79%

Students
from within the
NIC region

11%

Students
from southern
Vancouver Island

10%

Students
from mainland BC
and other provinces



NIC is honoured to acknowledge 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 we are situated.

For more information, please contact communications@nic.bc.ca | www.nic.bc.ca

1.2 Strategic Direction

1.2.1 Integrated Strategic Planning

NIC's strategic plan, [BUILD 2026](#), was developed in response to community needs and shaped by input from more than 1,500 students, First Nations representatives, communities, governments, industries and employees. Drafted during the height of the COVID-19 pandemic, the plan reflects NIC's commitment to responsiveness and collaboration.

[BUILD 2026](#) was co-launched alongside [Working Together – North Island College Indigenization Plan 2021-2026](#), the first Indigenous education plan in NIC's history. Working Together was developed under the guidance of the NIC Indigenous Education Council and in collaboration with the NIC community. These two foundational plans work in tandem, as well as reinforce the college's commitment to meaningful and lasting reconciliation.

Both strategic initiatives are further supported by [Widening our Doorways 2026](#), NIC's academic plan, and [Journeying Together](#), the college's Indigenous-serving internationalization plan, which integrates Indigenous knowledge and perspectives into the learning experience for international students.

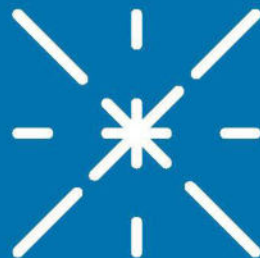
Additionally [CARE²](#), NIC's student mental health and well-being plan, and [Thriving Together](#), the college's people plan, reflect NIC's ongoing commitment to listening, adapting and delivering programs and services that meet the evolving needs of students and communities.

Aligned with provincial priorities, these various plans provide a framework for working collaboratively with government ministries, communities, employers and industry to ensure that post-secondary education and skills training continue to support regional growth and success.

A report on performance measure results for year four of BUILD can be found in this report in section 3. *Performance Plan & Report: BUILD 2026*.



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.**

1.3 Strategic Context

1.3.1 Adapting to New Realities

North Island College (NIC) continues to fulfill its mission as a community-driven, student-focused institution by providing accessible, flexible and responsive education that increases regional participation in the skilled economy. The college offers a broad range of affordable, high-quality programs serving the North Island and B.C. Central Coast, acting as a gateway to local industry and further post-secondary opportunities. Embedded in its communities, NIC collaborates with First Nations, local governments, and industry partners to deliver culturally relevant training aligned with regional needs. This deep community engagement remains a cornerstone of NIC's approach, even as the post-secondary environment undergoes significant change.

In the past year, NIC has faced a rapidly shifting external landscape marked by new government policies and emerging financial pressures. Federal policy changes, including reductions in study permit approvals and adjustments to post-graduation work permit eligibility, have precipitated an unprecedented decline in international student enrolment nationwide. Although NIC has enrolled the highest number of international student full-time equivalent enrolments (FTEs) ever in 2024/25 (640 FTEs)—largely based on carryover from the previous year—new international student enrolment declined by 37% in Winter 2025 as policy changes took effect, and NIC projects a 32% drop in international student FTEs for 2025/26 (from 640 FTEs down to approximately 436 FTEs). This decline translates into roughly 200 fewer international student FTEs and an anticipated \$2.8 million reduction in tuition revenue for NIC, straining the college's finances and capacity to deliver programs. While NIC has a smaller proportion of international students than many institutions (22% vs 32% for B.C. public colleges), international enrolment and the associated revenue have been critical to supporting program and service delivery across all areas of the college.

In response, NIC has taken proactive steps to ensure its sustainability and uphold its commitment to students and communities. The college initiated a difficult but necessary organizational realignment in early 2025 to rebalance resources. Staffing levels have been adjusted to match the new enrolment reality, resulting in the elimination of administrative, support staff and faculty positions through incentivized retirements, layoffs and elimination of vacant positions. This represents a downsizing of approximately 11% of administrative, 12% of faculty and 8% of support staff roles. At the same time, the college is reviewing and consolidating its program array. Given the enrolment and fiscal pressures, NIC has announced suspensions of several unsustainable programs effective Fall 2025 to focus resources on core offerings. These difficult decisions, affecting programs such as select tourism and hospitality credentials and other niche offerings, are aimed at preserving the overall quality, accessibility and financial health of NIC's education and services. Despite the challenges of this transition, NIC remains committed to its students and communities. The realignment is intended to ensure that the college's programs continue to meet student demand and community needs in a sustainable way. Central to this effort is the implementation of a Strategic Enrolment Management framework, which provides a focused plan for shaping NIC's future by keeping programming relevant, responsive and aligned with strategic priorities.

1.3.2 Embedding Strategic Enrolment Management

As NIC navigates these changes, it has adopted a Strategic Enrolment Management (SEM) planning framework to guide institutional decision-making and support student success. SEM is a comprehensive, data-informed process that aligns NIC's enrolment strategies with its mission, strategic priorities, and students' educational goals. Encompassing the entire student lifecycle—from recruitment and admissions to progression, retention and graduation—SEM ensures a coordinated, college-wide strategy for achieving an optimal mix of students and programs.

NIC's SEM framework is guided by key principles emphasizing strategic planning, evidence-based decisions, academic alignment and adaptability. In practice, this means that enrolment planning is integrated with program quality, reflects the long-term needs of learners and communities, and treats change management as an ongoing part of fulfilling the college's mandate. This institution-wide approach also reinforces that student retention, engagement and outcomes are just as critical as new student recruitment in sustaining healthy enrolments.



Figure 1, Quality Engagement Ecosystem

Importantly, SEM at NIC serves as a bridge between quality assurance and program/service alignment, ensuring that offerings not only meet student demand, but also respond to labour market needs and the broader needs of the communities NIC serves. This connection is illustrated through NIC's Quality Engagement Ecosystem (Figure 1), which is built on three foundational elements:

- **Quality assurance and accountability** – Including biennial program impact assessments, formal program reviews, and financial accountability.
- **High-demand programs** – Delivered intentionally through a student-centred mix of modalities.
- **Aligned business practices** – Across academic and service areas to support recruitment, retention, and student persistence.

These SEM elements are closely tied to NIC's strategic plan, BUILD 2026 (see *Integrated Enrolment* in 3.3 Foundation), and the college's mandate of serving its region. The SEM framework operationalizes these priorities by using data and broad input to adjust NIC's offerings in line with government priorities, labour market demand, and emerging learner needs.

By pursuing SEM, NIC aims to grow and sustain enrolments in key areas, improve student retention and outcomes, and maintain financial balance. This strategic and integrated approach ensures that NIC remains resilient, mission-focused and responsive — supporting student success, community prosperity and reconciliation — amid ongoing demographic shifts, policy changes, and evolving community needs in a rapidly changing world.

1.3.3 Aligning with Provincial Labour Market Priorities

In the current environment, NIC's strategic context remains closely aligned with the priorities of the provincial government and the mandate for post-secondary education in B.C. The college's recent realignment initiatives ensure that programming remains relevant, efficient, and contributes to economic growth while supporting a balanced budget for the 2025/26 fiscal year. These efforts include finding internal efficiencies and pursuing new revenue streams (see re-tooled continuing education offerings below), reinforcing B.C.'s commitment to strong public post-secondary institutions in a changing policy landscape. By focusing on programming that leads to high-opportunity occupations and jobs in labour market sectors where shortages constrain economic growth and service delivery, NIC advances the province's goal of expanding meaningful training opportunities for British Columbians.

The NIC region continues to undergo economic transition, with forecast growth in high-opportunity occupation sectors like healthcare, community care, early childhood care and education, service sector management, skilled trades and technology, alongside ongoing demographic shifts. Working closely with local employers, industry associations, and community partners to identify high-demand skills and emerging workforce requirements, NIC targets new program development and student recruitment in areas of greatest opportunity. This collaborative, community-based approach connects local learners with education and training leading to rewarding careers in high-opportunity, family-supporting fields, while informing how NIC allocates its resources to maximize impact on regional economic development. In these ways, NIC continues to act as a proactive partner to government with an institutional strategy that advances both local needs and broader regional and provincial economic objectives.

To this end, the college is expanding flexible learning options such as micro-credentials and short-term training that quickly upskill workers for in-demand jobs. NIC's Continuing Education and Training (CET) department, for example, is being refocused and rebranded to more effectively emphasize professional and industry training aligned with regional economic growth; this unit will now coordinate all of NIC's micro-credential programming and other non-credit courses geared toward industry needs. NIC is also launching an enrolment management incubator model within CET to convert successful short programs into full credential programs. High-priority, labour market-driven micro-credentials—developed in collaboration with employers—can be “stacked” or combined into larger certificates and diplomas through this incubator process. These innovations allow NIC to respond rapidly to skills gaps in sectors like technology, trades and healthcare, while providing learners with flexible pathways to formal qualifications. By realigning its program mix and delivery methods in these ways, NIC is strengthening its role in building a resilient local workforce and supporting the economic development of the communities it serves.

2 Financial Information

Table 1 below summarizes NIC's financial results over the past five years. NIC's revenues recovered after the pandemic but are now being impacted by the policy changes—especially to study permit approvals and post-graduate work permit eligibility—discussed in section 1.3 *Strategic Context*. While the impacts were relatively small in fiscal year 2024/25, the revenue decline will be more significant in 2025/26. NIC is preparing for this through the actions discussed earlier in this report. The financial results in fiscal 2024/25 were impacted by a number of one-time expenses and the result was the deficit shown in Table 1. Some of these expenses were part of the restructuring required to balance the budget in fiscal 2025/26.

Table 1, North Island College – Five-Year Financial Results (Fiscal Year)

	***Draft	Actual			
	FY 24/25	FY 23/24	FY 22/23	FY 21/22	FY 20/21
Total Revenues	\$69,713,743	\$67,423,849	\$58,172,953	\$55,647,837	\$49,206,690
Total Expenses	\$70,265,983	\$67,345,312	\$58,913,715	\$55,590,858	\$50,820,385
Net Surplus (Deficit)	(\$552,240)	\$78,537	(\$740,762)	\$56,979	(\$1,613,695)
Accumulated Surplus (Net Assets) Balance	\$4,268,628	\$4,820,868	\$4,742,331	\$5,483,093	\$5,426,114

***FY 24/25 figures are draft pending approval at the June 19th Board of Governors meeting.

NIC's most recent audited financial statements can be viewed on the [Ministry's website](#).

See *Finance* in 3.3 *Foundation* for a progress update on NIC's strategic priorities for strong and sound financial management in 2024/25.

3 Performance Plan & Report: BUILD 2026

[BUILD 2026](#), NIC's five-year strategic plan, remains firmly grounded in the college's Mission and Vision, upholding our belief that learning empowers individuals and fosters healthier, more resilient communities. It guides our commitment to keeping students at the centre of everything we do and to supporting the diverse needs of people and communities through individualized learning.

At the same time, BUILD 2026 is well-aligned with provincial priorities as specified in the Ministry of Post-Secondary Education and Future Skills' Service Plan, the Minister's January 16, 2025, Mandate Letter and the Accountability Framework's system objectives.

- **[Ministry of Post-Secondary Education and Future Skills' Service Plan](#):** BUILD 2026 supports provincial goals around affordability, reconciliation and highly responsive skills training. NIC's low tuition rates, tuition-free upgrading and skills training programs, growing student financial supports (e.g., \$797K in awards available in 2024/25) and implementation of the Truth and Reconciliation Commission's education-related Calls to Action all reflect our commitment to relevant, accessible and inclusive education. We also continue to prioritize social and economic development within the NIC region, collectively contributing to a more skilled provincial workforce.
- **[Minister's Mandate Letter](#):** Key ministerial priorities—such as meaningful training opportunities for British Columbians, addressing labour market shortages, supporting Indigenous learners, enhancing services and training for people facing multiple barriers, and expanding student housing—are strongly reflected in BUILD 2026. Through initiatives like community-connected learning, self-directed and customized learning, micro-credentials, Indigenous-led education, and targeted outreach for underrepresented learners, NIC refines programs, services and partnerships to meet the distinct needs of learners and communities in the NIC region.
- **[Accountability Framework System Objectives](#):** As detailed in section 4. Accountability Framework Performance Measures, the standardized Accountability Framework performance measures guide how we assess institutional success in the areas of capacity, access, quality, relevance, and efficiency. BUILD 2026 goals—such as enhancing program pathways to in-demand jobs, optimizing access to learning and services, improving teaching and learning, and embedding strategic enrolment management—are informed by these measures to ensure alignment with Government's broader post-secondary accountability and reporting requirements.

The pages that follow present a summary dashboard illustrating performance measure outcomes under BUILD 2026 at the end of 2024/25, year four of the plan's five-year implementation timeline. This dashboard offers a visual snapshot of NIC's achievements, highlighting progress toward key goals. By integrating these metrics directly into NIC's strategic plan, the college maintains a clear, data-informed approach to more effectively serve students and communities in the NIC region while demonstrating measurable outcomes that contribute to broader provincial goals and objectives. A more detailed version of the dashboard can be viewed on the [BUILD 2026 Engage site](#).

3.1 BUILD 2026 Goal Progress Summary

Goal Status	Counts										Total
	YEAR 1 21/22		YEAR 2 22/23		YEAR 3 23/24		YEAR 4 24/25		YEAR 5 25/26		
	Su/F	W	Su/F	W/S	Su/F	W/S	Su/F	W/S	Su/F	W/S	
✓ Completed	1	3	1	3	4	5	7	2			26
On Track*									6	24	30
✗ Behind*									2	2	

* Expected completion

3.2 People

We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

Year 5 Goals		Status End of Year 4
Healthy and Productive Workplaces	Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	On Track 2025/26 Winter/Spring
People Development	Implement People Plan to develop thriving, inspired and productive employees.	✓ Completed 2024/25 Summer/Fall
Employee Engagement and Collaboration	Develop and implement an internal communications strategy.	✓ Completed 2024/25 Summer/Fall

3.3 Foundation

We will strengthen our core operations to make NIC more resilient and agile.

Year 5 Goals		Status End of Year 4
Teaching and Learning	Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	On Track 2025/26 Winter/Spring
	Implement a student learning experience survey.	✓ Completed 2024/25 Summer/Fall
	Implement combined teaching and learning/digital learning strategy.	On Track 2025/26 Winter/Spring
Finance	Balanced budget within three years of the pandemic ending.	✓ Completed 2023/24 Winter/Spring
	Long-term financial health (positive net asset position >\$2.8M)	On Track 2025/26 Winter/Spring
Information Technology	Implement IT Service Management (ITSM) model.	✓ Completed 2023/24 Summer/Fall
	Improve NIC's cybersecurity risk-mitigation and response capabilities.	On Track 2025/26 Winter/Spring
Integrated Enrolment	Define optimum enrolment for NIC.	✓ Completed 2021/22 Winter
	Implement enrolment targets for all programs.	✓ Completed 2022/23 Winter/Spring
	Develop and implement an integrated, strategic enrolment management (SEM) planning process.	On Track 2025/26 Summer/Fall
Campuses and Centres	Develop Campus Master Planning concepts and share with communities.	On Track (MX, PA campuses completed; CR, CV campuses remaining)
	Establish a fully operational NIC Housing Commons at the Comox Valley campus.	On Track 2025/26 Summer/Fall
	Develop a business case for an NIC Housing Commons at the Comox Valley Campus.	✓ Completed 2024/25 Winter/Spring
Risk Management	Develop a college-wide risk management program.	✓ Completed 2024/25 Summer/Fall

3.4 Frame

We will embed caring learning services that support students in their studies.

Year 5 Goals		Status End of Year 4
Student Well-Being	Develop and implement a Student Mental Health and Well-being plan.	✓ Completed 2022/23 Summer/Fall
Student Support and Persistence	Increase first-year student retention (Fall to Fall) above 47%	On Track 2025/26 Winter/Spring
	Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students (above \$500K).	On Track 2025/26 Winter/Spring
	Increase # of childcare spaces above 94.	On Track 2025/26 Summer/Fall

3.5 Doorways

We will increase the many ways students can access education and training at NIC.

Year 5 Goals		Status End of Year 4
Program Entry	Increase the % of full-time equivalents (FTEs) ¹ in access ² courses and initiatives above 40%.	On Track 2025/26 Winter/Spring
Learning and Services	Increase % of courses with more than one entry point per year above 27%.	On Track 2025/26 Winter/Spring
	Increase % of courses with multiple modes delivery above 9%.	On Track 2025/26 Winter/Spring
	Develop and implement fully operational digital service strategy.	✓ Completed 2023/24 Winter/Spring
Pathways to Learning	Maintain dual credit enrolment above 170.	On Track 2025/26 Winter/Spring
	Maintain or increase the # of partnership agreements each year, equal to or above 40.	On Track 2025/26 Winter/Spring

¹ *Full-time equivalent (FTE)* is a standardized metric used to measure enrolment across B.C. public post-secondary institutions. Students in apprenticeships or taking a full course load count as one FTE while students with a part-time course loads count as less than one FTE.

² 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.

3.6 Rooms

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

Year 5 Goals		Status End of Year 4
Indigenous-Led Education	Maintain or increase the % of FTE Indigenous students ³ greater than or equal to representation in the population (14%).	On Track 2025/26 Winter/Spring
	Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	On Track 2025/26 Summer/Fall
	Implement Indigenization Plan recommendations.	✓ Completed 2024/25 Summer/Fall
Community-Connected Learning	Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	On Track 2025/26 Winter/Spring
	Implement place-based learning initiatives in program renewal plans.	✓ Completed 2022/23 Winter/Spring
	Open an expanded and fully operational integrated childcare and learning facility at the Comox Valley Campus.	On Track 2025/26 Summer/Fall
Self-Directed and Customized Learning	Increase # of students with advising support above 425 students.	On Track 2025/26 Winter/Spring
	Maintain or increase # of short-term and micro-credential programs above 14.	On Track 2025/26 Winter/Spring
Global Learning	Increase # of new international student enrolments each year above 214 new students.	On Track 2025/26 Winter/Spring
	Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	✓ Completed 2021/22 Winter
	Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	On Track 2025/26 Winter/Spring
Program Response and Renewal	Complete renewal plans ⁴ for all programs.	✓ Completed 2023/24 Winter/Spring
	Complete Provincial Quality Assurance Process Audit (QAPA) ⁵ .	✓ Completed 2023/24 Winter/Spring

³ Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.

⁴ Program renewal plans provide programming and embedded services for workers, small business owners and industries negatively affected by the pandemic.

⁵ QAPA is an external review process for public post-secondary institutions mandated by the [Government of B.C.](#)

3.7 Windows

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

Year 5 Goals		Status End of Year 4
Brand and Identity	Establish brand with better overall role and scope of the College.	✓ Completed 2024/25 Summer/Fall
Marketing and Recruitment	Establish a clearly defined student audience student audience profile for all areas of study.	✓ Completed 2023/24 Summer/Fall
	Implement annual marketing and recruitment plans.	✓ Completed 2023/24 Winter/Spring

3.8 Roof

We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

Year 5 Goals		Status End of Year 4
Reconciliation	75% of employees complete NIC-specific Indigenous intercultural competency training.	✗ Behind
	100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education.	✓ Completed 2021/22 Winter
Diversity, Equity and Inclusion	Maintain or increase 88% of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	✗ Behind
	Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	On Track 2025/26 Winter/Spring
	Implement Diversity, Equity and Inclusion Strategy.	On Track 2025/26 Summer/Fall
Transparency and Accountability	Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	✓ Completed 2021/22 Summer
	Increase engagement with the North Island Students' Union (NISU).	✓ Completed 2022/23 Winter/Spring

3.9 Environment

We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

Year 5 Goals		Status End of Year 4
Climate and Sustainability	Reduce greenhouse gas emissions.	On Track 2025/26 Winter/Spring
	Implement process to track # of courses, research and applied learning initiatives that include sustainability.	✓ Completed 2023/24 Summer/Fall
	Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	✓ Completed 2024/25 Winter/Spring

3.10 Communities

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

Year 5 Goals		Status End of Year 4
Serving the People of the Region	Increase above 278 the # of students participating in custom regional and in-community programming.	On Track 2025/26 Winter/Spring
Community Engagement	Create community-engagement strategy.	✓ Completed 2023/24 Summer/Fall
Social and Economic Development of the Region	Create alumni-relations capacity.	✓ Completed 2024/25 Summer/Fall
	Increase the number of active community partnerships to enhance programming (above 12).	On Track 2025/26 Winter/Spring
	Increase # of students involved in research projects to greater than 13 students.	On Track 2025/26 Winter/Spring

4 Accountability Framework Performance Measure Results

Tables 2 and 3 in this section summarize NIC's 2024/25 performance targets, results and assessments for each performance measure included in the Ministry of Post-Secondary Education and Future Skills' Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the [Accountability Framework Standards and Guidelines Manual](#).

NIC achieved 20 of the 23 assessed Accountability Framework performance measures in 2024/25. These strong results reflect NIC's enduring commitment to accessible, high-quality instruction and relevant programming. At the same time, three measures fell short of the established targets, underscoring the importance of NIC's ongoing efforts to address enrolment challenges—particularly in the face of shifting federal policies, an aging regional population and evolving labour market needs.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC students. NIC achieved targets for all these measures in 2024/25, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training while maintaining high levels of student satisfaction.

NIC met its target for Indigenous Student Spaces⁶ in 2024/25, with Indigenous students accounting for 21% of total domestic FTE enrolment. NIC's consistency in achieving this target reflects the continued success of the college's strategic commitment to Indigenous-led education (see *Indigenous-Led Education* in 3.6 Rooms). Contributing factors include the delivery of culturally responsive supports—such as Indigenous Education Navigators, Elders in Residence, and Indigenous Student Success Advisors—as well as reserved seating and priority admissions in select programs. For additional details, please see 5. Mandate Priority Report and 6. Report on Lasting and Meaningful Reconciliation.

Developmental program enrolment in 2024/25 totaled 160 domestic student FTEs in Adult Basic Education (ABE) courses, falling short of the target of 256 FTEs. Nonetheless, NIC provided the necessary capacity to meet actual student demand, ensuring continued access to these vital programs. ABE remains a critical pathway to post-secondary education and employment, particularly in rural and remote areas of the NIC region, where access to high school course options is often limited. Please see 5.1.5 *Minister's Mandate Letter, Priority 5*, for more information.

NIC did not achieve the target for the Total Student Spaces⁷ performance measure in 2024/25, filling only 1,354 Ministry-funded student FTEs out of a target of 2,412. This shortfall, which is partly attributable to regional demographics, reinforces the importance of NIC's strategic enrolment efforts to attract and retain more domestic learners. The college has

⁶ The target for the Indigenous Student Spaces performance measure is set internally by NIC at 14% based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada's 2021 Census of Population.

⁷ SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and Bachelor of Science in Nursing Degree partnership FTEs offered in partnership with Vancouver Island University, totaling 1,410 FTEs, or 51% of total FTEs, are not counted toward Ministry targets.

taken this performance feedback into account and is actively addressing it through the SEM framework and program realignments (see 1.3 Strategic Context).

Moving forward, NIC will continue to monitor all Accountability Framework performance measures closely, from student spaces to credentials awarded to employment outcomes, and will report on its progress in a transparent manner. The college will also continue to report on progress toward achieving its strategic plan goals for BUILD 2026 (see 3. Performance Plan & Report: BUILD 2026). NIC remains accountable to students, communities and government stakeholders, and it continuously hones its strategies to fulfill its mission of building healthy and thriving communities one student at a time.

Table 2, Accountability Framework Performance Measures, 2024/25 Reporting Cycle

Performance Measure ¹	Reporting Year					
	2023/24 Actual	2024/25 Target	2024/25 Actual	2024/25 Assessment		
Student spaces (FTEs) ²						
Total student spaces	1,395	2,412	1,354 ***Draft ***	Not Achieved		
Nursing and other allied health programs	305	277	359 ***Draft ***	Achieved		
Developmental	163	256	160 ***Draft ***	Not Achieved		
Credentials awarded ³						
Total credentials	643	N/A	603	Not Assessed		
Bachelor	12	≥13	<10	Not Achieved		
Certificate	430	≥410	400	Substantially Achieved		
Developmental	<10	N/A	11	Not Assessed		
Diploma	97	≥93	88	Substantially Achieved		
Graduate, first professional and post-degree	N/A					
Short certificate	95	≥83	92	Achieved		
Indigenous student spaces (FTEs) ⁴						
Total Indigenous student spaces	449	≥14% of domestic FTEs	450	Achieved		
Ministry (PSFS)	345		325	Not Assessed		
SkilledTradesBC	104		125	Not Assessed		
Student satisfaction with education ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	2.6%	≥90%	93.2%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	94.5%	3.5%		91.4%	4.6%	Achieved
Former apprenticeship students	94.3%	4.7%		97.9%	3.2%	Achieved
Bachelor’s degree graduates	N/A	N/A		N/A	N/A	Not Assessed ^{†‡}

Performance Measure ¹	Reporting Year					
	2023/24 Actual	2024/25 Target		2024/25 Actual	2024/25 Assessment	
Student assessment of the quality of instruction ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.8%	2.2%	≥90%	96.5%	1.6%	Achieved
Trades foundation and trades-related vocational graduates	96.7%	2.7%		96.3%	3.1%	Achieved
Former apprenticeship students	96.3%	3.7%		97.9%	3.2%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed ^{†,‡}
Student assessment of skill development ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.5%	2.4%	≥85%	90.1%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	89.3%	3.9%		91.2%	4.2%	Achieved
Former apprenticeship students	87.4%	5.5%		89.6%	5.3%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]
Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.3%	2.6%	≥90%	90.7%	3.5%	Achieved
Trades foundation and trades-related vocational graduates	85.5%	6.3%		93.4%	5.1%	Achieved
Former apprenticeship students	96.2%	3.9%		95.5%	4.9%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]
Unemployment rate ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	2.8%	2.0%	≤10.8%	6.5%	2.8%	Achieved
Trades foundation and trades-related vocational graduates	4.9%	3.6%		10.3%	5.7%	Achieved
Former apprenticeship students	1.9%	2.7%		4.3%	4.7%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]

Table 3, Accountability Framework Performance Measures, 2024/25 Reporting Cycle, Assessment of Skill Development Component Measures

Performance Measure ¹	Reporting year					
	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment
Former diploma, associate degree and certificate students' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	89.5%	2.4%	≥85%	90.1%	2.6%	Achieved
Written communication	90.4%	2.7%		89.8%	2.9%	
Oral communication	83.3%	3.5%		86.7%	3.3%	
Group collaboration	86.5%	3.1%		90.3%	2.6%	
Critical analysis	92.4%	2.3%		91.2%	2.5%	
Problem resolution	90.2%	2.7%		88.1%	2.9%	
Learn on your own	91.5%	2.5%		90.5%	2.6%	
Reading and comprehension	91.2%	2.5%		92.3%	2.4%	
Trades foundation and trades-related vocational graduates' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	89.3%	3.9%	≥85%	91.2%	4.2%	Achieved
Written communication	N/A	N/A		79.6%	9.7%	
Oral communication	81.0%	8.6%		86.2%	7.3%	
Group collaboration	93.1%	4.0%		90.1%	4.9%	
Critical analysis	93.3%	3.9%		93.8%	4.0%	
Problem resolution	93.3%	3.9%		93.7%	4.1%	
Learn on your own	86.8%	5.2%		93.8%	4.0%	
Reading and comprehension	93.3%	3.9%		92.5%	4.3%	
Former apprenticeship students' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	87.4%	5.5%	≥85%	89.6%	5.3%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	92.0%	5.8%		88.6%	7.5%	
Critical analysis	96.0%	4.2%		91.5%	6.3%	
Problem resolution	92.2%	5.6%		95.7%	4.5%	
Learn on your own	87.8%	7.1%		93.6%	5.5%	
Reading and comprehension	96.2%	3.8%		97.8%	3.3%	

Performance Measure ¹	Reporting year					
	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment
Bachelor's degree graduates' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	N/A	N/A	≥85%	N/A	N/A	Not Assessed [†]
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	N/A	N/A		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	

Notes for Tables 2 and 3

¹ Please consult the [Accountability Framework Standards and Guidelines Manual](#) for a detailed description of each measure. A performance measure is considered as "Achieved" if the actual proportion plus the margin of error meets or exceeds the target; "Substantially achieved" if the actual proportion plus the margin of error is at least 90% of the target but less than 100%; "Not achieved" if the actual proportion plus the margin of error is less than 90% of the target; and "Not assessed" if *either* the response count is below 20 or the margin of error is greater than 10%.

² Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry-funded full-time equivalents are included.

³ Annual performance is based on the number of credentials awarded in the most recent fiscal years, e.g., results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year. Targets are set in the previous reporting year for the next reporting cycle, e.g., targets for the 2024/25 reporting year are a three-year average of the 2021/22, 2022/23, and 2023/24 fiscal years. However, before the 2024/25 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2023/2024 reporting year are based on a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years.

⁴ Results for the previous fiscal year are reported for Indigenous Student Spaces. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC funded FTEs are included. Institutions provide their own target and assessment for Indigenous student spaces.

⁵ Results from the 2024/25 reporting year are based on 2024 BC Student Outcomes survey data; results from the 2023/24 reporting year are based on 2023 BC Student Outcomes survey data.

[†] Response count too low (<20 responses).

[‡] Margin of error too large (>10%). Margin of error was calculated based on a two-tailed 95% confidence interval ($\alpha=0.025$, $Z=1.96$). A finite population correction factor was applied since the number of survey responses (n) was greater than 5% of the survey cohort (N):

$$\text{Margin of Error} = \pm 1.96 \times \sqrt{\frac{p \times (1-p)}{n}} \times \sqrt{\frac{(N-n)}{(N-1)}} \text{ where } p \text{ is the proportion (\%) of positive responses}$$

Margin of error is sensitive to the number of survey responses (n) and the distribution of responses. The greater the number of responses, the smaller the margin of error. Likewise, the more skewed the response distribution is in either direction, whether positive or negative, the smaller the margin of error.

5 Mandate Priority Report

5.1 Minister's Mandate Letter

This section provides specific examples of how NIC has worked toward achieving priorities in Minister Kang's January 16, 2025, mandate letter.

5.1.1 Priority 1

Relevant programs that offer meaningful training opportunities for British Columbians.

Achievements

For 50 years, North Island College (NIC) has been a leader in delivering meaningful, accessible education and training in rural and remote communities across the North Island, North Central Island, Pacific Rim, and Central Coast regions of Vancouver Island and B.C. Rooted in respectful partnership with the 35 local First Nations on whose traditional and unceded territories NIC campuses are located, the college is deeply committed to training people in place—ensuring that individuals can live, work, and thrive within their home communities.

As B.C. faces ongoing socio-demographic change, the NIC region is experiencing many of these trends in sharper relief. With the 65+ age group being the fastest growing segment of the NIC region population, projections forecast that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). Amidst this profound and fast-moving demographic shift, a growing number of domestic NIC students—with an average age of 30 and just over 60% of whom are female—are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and resource-based economies.

These adult learners, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students: just under two-thirds of students in NIC's credit programs study part time in addition to the hours spent at work and caring for families. Never has personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options been more important for people living in the NIC region.

According to the [B.C. Labour Market Outlook: 2024 Edition](#), British Columbia is expected to see 1,120,000 job openings between 2024 and 2034, with 76% requiring post-secondary education, training or supervisory/management experience (TEERs 0–3). The province's employment base is projected to grow at an average annual rate of 1.4%, reaching 3.3 million employed workers by 2034. Within this context, NIC plays a critical role. As part of the Vancouver Island/Coast Economic Region (VICR), the NIC service area encompasses 85% of the region's geography and 20% of its population. Over the next decade, the VICR is forecast to generate 176,700 job openings, with 70% resulting from retirements—a clear reflection of the region's aging workforce.

Through its accessible, flexible, and responsive approach, NIC continues to expand programming aligned with in-demand and high-opportunity careers, as identified in the B.C. Labour Market Outlook. Equally important, the college's ongoing collaboration with local governments, First Nations, industry, employers, and communities remains central to ensuring NIC programs are regionally driven, culturally relevant, and environmentally sustainable. These commitments support a resilient and adaptable workforce at both the regional and provincial levels—one that is better prepared to meet current and emerging economic challenges.

It is noteworthy that over the past few years, NIC has achieved and sustained record enrolment in programs supplying key provincial and local labour market sectors. Highlights from 2024/25 follow.

Health Seat Expansion

- **Supplying healthcare workforce demand** – According to the B.C. Labour Market Outlook, B.C. will need to fill 38,729 jobs over the next decade for registered nurses, licensed practical nurses, and home support workers, including 8,410 positions in the Vancouver Island/Coast Region. Both registered nurses and licensed practical nurses are identified as High Opportunity Occupations (HOOs)—careers expected to offer higher demand, above-average wages, and strong employment prospects. In 2024/25, NIC supported workforce readiness in the healthcare sector through a range of programs, including: Bachelor of Science in Nursing (BSN), LPN Access to Bachelor of Science in Nursing, Practical Nursing (LPN), Island Pre-Health Science Advanced Diploma, Health Care Assistant, Activity Assistant and Hospital Unit Clerk. Consistently high employment outcomes among NIC's health program graduates—with 100% typically employed—underscore strong demand for healthcare professionals and the vital role NIC's programs play in strengthening B.C.'s healthcare system.
- **Record-high enrolment in health programs** – Health program FTEs reached their highest level ever in 2024/25, with 359 FTEs enrolled, an 18% increase over the previous year. This growth reflects strong regional and provincial demand for health care professionals.
- **Sustained enrolment growth under BUILD 2026** – Since the launch of NIC's strategic plan, BUILD 2026, in 2021/22, a total of just under 1,300 FTEs have been enrolled in health programs, with record-high enrolment each year. The lowest enrolment during this period occurred last year (2023/24), with 305 FTEs—still higher than any year prior to the plan's launch. The average annual FTE enrolment increased from 256 FTEs (pre-2021/22) to 322 FTEs over the four years following the launch of BUILD 2026, reflecting consistent growth and increased program demand.
- See 6. *Report on Lasting and Meaningful Reconciliation*.

Tech-relevant Seat Expansion

- **Expanding tech talent to meet growing demand** – The B.C. Labour Market Outlook forecasts 18,602 job openings over the next decade for occupations such as web developers, programmers, designers, and technicians, as well as graphic designers, illustrators, and graphic arts technicians. Of these, 1,557 jobs are expected to be in the Vancouver Island/Coast Region. In 2024/25, NIC supported this demand through eleven tech-relevant programs in digital design and development, communication design, and web and mobile application development—including the Digital Content Production Micro-credential, designed to equip learners with in-demand applied digital skills.
- **Industry-connected and entrepreneurial learning** – NIC's digital design and development programs continue to deliver strong employment-relevant learning experiences by integrating work-integrated learning (WIL), aligning curriculum with in-demand skillsets, fostering a culture of creativity, innovation, entrepreneurial thinking and providing opportunities for hands on learning. These programs have been particularly successful in building student readiness for the dynamic and rapidly evolving tech sector.
- **Record enrolment growth** – NIC expanded tech-relevant FTEs by 4% in 2024/25, reaching 114 FTEs, the highest in the college's history. This follows a four-year period of

31% compound annual growth that has contributed to tripling of tech-relevant enrolment since pre-pandemic 2019/20. Notably, international students accounted for 72 FTEs in 2024/25, marking the highest international participation in tech-relevant programming to date.

Early Childhood Care & Education (ECCE) Expansion

- **Addressing the growing demand for early childhood educators** – The B.C. Labour Market Outlook projects 13,816 job openings for early childhood educators and assistants across B.C. over the next decade, including 2,093 positions in the Vancouver Island/Coast Region. In response, NIC remains committed to working in partnership with local First Nations, school districts, employers, and childcare providers to increase the number of ECCE graduates, helping to meet workforce demand, fill local vacancies, and support parents in overcoming barriers to employment and education through improved access to quality childcare. ECCE graduates surveyed over the past four years reported a 97% employment rate, underscoring both the high demand for qualified early childhood educators and the success of NIC's training programs in supporting workforce and community needs.
- **Sustained high ECCE enrolment** – With 101 FTEs enrolled in 2024/25, ECCE enrolment reached the second-highest level in NIC's history, reflecting a modest 2% decline from last year's all-time high. This follows two consecutive years of 23% year-over-year growth. Much of this sustained growth has been driven by strong international student enrolment in the Infant & Toddler Diploma, which has contributed significantly to overall ECCE FTEs over the past three years.
- **New Centre of Excellence in Early Learning** – Construction of a Centre of Excellence in Early Learning at NIC's Comox Valley campus began in Summer 2024, with completion anticipated in Winter 2026. Funded by the Province of British Columbia and the Government of Canada, this project will expand the on-campus, independently owned Beaufort Children's Centre, adding 75 new childcare spaces to relieve pressure on the existing 53-space facility. The project will also include expanded classroom space for NIC's ECCE programs, increasing teaching and learning capacity critical to NIC's role in supporting the regional childcare workforce.
- See 6. *Report on Lasting and Meaningful Reconciliation*.

Skilled Trades Expansion

- **Strong provincial demand for skilled trades** – The B.C. Labour Market Outlook projects 105,300 job openings in skilled trades across B.C. over the next decade. High-demand areas include construction trades—especially carpenters, plumbers, and electricians—as well as automotive and heavy-duty mechanics, welders, heavy equipment operators, and cooks. NIC remains committed to aligning program offerings with these priorities by working closely with local communities, First Nations and industry to deliver accessible, regionally relevant pathways into foundation and apprenticeship-level skilled trades training.
- **Record-high skilled trades enrolment** – In 2024/25, NIC enrolled 748 FTEs in SkilledTradesBC-funded foundation and apprenticeship programs, the third highest in the college's history. This follows last year's record-setting 775 FTEs in 2023/24 and 751 FTEs in 2022/23, reflecting sustained high levels of demand for these programs in recent years. Over the past four years, NIC has enrolled a total of 3,080 FTEs in SkilledTradesBC and Ministry-funded foundation and apprenticeship training programs.

- **Expanded Trade Sampler enrolment** – NIC's restructured Trade Sampler program doubled student capacity in 2024/25 by adopting a dual-cohort model, increasing capacity from 16 to 32 students per intake across morning and afternoon sessions. With enhanced access to hands-on training in high-demand trades such as carpentry, electrical, cabinetmaking, welding, metal fabricator, automotive, heavy duty and AutoCAD principles, the program delivers 300 hours of instruction per student, including targeted essential skills development such as mathematics, job search and resume and interview preparation, ensuring graduates are well-rounded and prepared for the workforce.

Community-Driven Micro-Credential Programming

- **Flexible, stackable learning to build a resilient workforce** – Innovation in self-directed and modular learning—such as stackable, short-term credentials—is an increasingly vital strategy for preparing a resilient and adaptable workforce across the NIC region. In response to regional labour market needs, NIC enrolled just under 1,150 students (167 FTEs) in 22 customized short-term and micro-credential programs in 2024/25. These offerings provide flexible entry and exit points, enabling learners to build skills aligned with their life circumstances, career goals and availability. NIC will continue to collaborate with the Ministry and sector partners to ensure that learning achieved through micro-credentials is both stackable and transferable, supporting long-term credential pathways and system-wide alignment. Please see 1.3.4 Aligning with Provincial Labour Market Priorities for an overview of NIC's plans to launch an enrolment management incubator model for converting successful micro-credential and short-duration programs into full credential programs.
- **Cumulative growth since BUILD 2026 launch** – NIC has enrolled just over 4,800 students (843 FTEs) in 56 distinct programs since the launch of NIC's strategic plan, BUILD 2026, four years ago, including a comprehensive suite of motion picture micro-credentials offered in partnership with inFILM, the Vancouver Island North Film Commission.
- **StrongerBC Future Skills Grant-funded training** – In 2024/25, NIC enrolled 150 students (34 FTEs) in 10 tuition-free, vocational training programs funded through the StrongerBC Future Skills Grant, including: Advanced Digital Marketing with AI Integration Micro, Small Business Fundamentals Micro, Project Coordinator Foundations, Office and Clerical Training, Drone to Map GIS Micro, Fundamentals of GIS Micro, Principles of Ecological Monitoring Micro, Timber Cruising Micro, B.C. Wildfire Essentials, and Building Service Worker.
- **Other notable offerings in 2024/25** – Additional micro-credential and short-term programs delivered in 2024/25 included: Motion Picture Production Accounting Clerk Micro, Applied Human Resources Practitioner, Digital Content Production Micro, Craft Brewing Fundamentals, Trades Sampler Plus, Building Deconstruction and Salvage, and Worksite Safety Essentials.
- See *Self-Directed and Customized Learning* in 3.6 Rooms.

Indigenous-Led Partnership Programs

NIC recognizes the authority and direction of the combined 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, the college is committed to supporting Indigenous-led education and celebrating Indigenous knowledge. Under their leadership, NIC promotes

reconciliation with Indigenous Peoples through actions and commitments. NIC's commitment to reconciliation is enshrined in the college's governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

Indigenous-led learning continues to be the top priority for the NIC Office of Indigenous Education, with continued support for First Nations to bring self-determined education and training to their communities to meet their specific goals and objectives. Highlights of First Nations partnership programs offered in 2024/25 follow.

LANGUAGE REVITALIZATION AND CULTURAL PROGRAMMING

- Indigenous Language Fluency Certificate in the Nuu-chah-nulth language was delivered in partnership with Ehattesaht, Ahousaht, and Tla-o-qui-aht First Nations.
- Ayajuthem (ʔayʔajuθəm) language courses were delivered in collaboration with the Homalco, K'ómoks, Klahoose, and Tla'amin Nations.
- NIC delivered the Awi'nakola program, combining in-class instruction with land-based cultural learning rooted in Kwak'wala and Kwakwaka'wakw knowledge systems, emphasizing student strengths and spirit-based learning.

TEACHER EDUCATION AND EARLY CHILDHOOD TRAINING

- NIC offered Pathways to Nuu-chah-nulth Teacher Training in partnership with the Nuu-chah-nulth Tribal Council.
- NIC is currently delivering Pathways to Indigenous Teacher Training in partnership with the Beaufort Delta Divisional Education Council.
- Two Early Childhood Educator Assistant programs were delivered in partnership with Homalco First Nation and the Nuu-chah-nulth Employment and Training Program.

EMPLOYMENT, SKILLS AND LEADERSHIP TRAINING

- NIC delivered Employment and Digital Skills Training in partnership with the Mowachaht/Muchalaht First Nation.
- The college offered Greenhouse Training in partnership with the Hupačasath First Nation and the Alberni-Clayoquot Regional District.
- NIC is currently delivering an Indigenous Leadership Certificate to support Nation-based governance, planning and capacity building.

COMMUNITY-BASED SAFETY AND ENVIRONMENTAL TRAINING

- B.C. Wildfire Training was delivered in partnership with the Huu-ay-aht First Nations to build local emergency response and employment capacity.
- More information can be found in the following sections of this document:
- See 5.1.5 *Minister's Mandate Letter, Priority 5* and section 6. *Report on Lasting and Meaningful Reconciliation*.

5.1.2 Priority 2

Practical, fast and efficient ways to address identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery.

Achievements

See 5.1.1 *Minister's Mandate Letter, Priority 1*.

5.1.3 Priority 3

Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

Achievements

See 1.3.1 *Adapting to New Realities*.

5.1.4 Priority 4

Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

Achievements

Meaningful reconciliation requires recognizing the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education and skills training policies, programs and services. The NIC Indigenous Education team is actively developing a framework to guide ethical and effective engagement in Indigenous-led and in-community programming. The college remains committed to ensuring Indigenous voices are at the forefront of Indigenous-led and funded programs, reinforcing respectful, accountable and transformative partnerships.

Under the direction of the NIC [Indigenous Education Council](#) and aligned with the goals of the [Working Together](#) co-strategic Indigenous plan, this framework ensures that the college upholds its commitments to reconciliation, Indigenousization and decolonization. Grounded in key principles such as the [Declaration on the Rights of Indigenous Peoples Act](#), the [United Nations Declaration on the Rights of Indigenous Peoples](#), and the [Truth and Reconciliation Commission's Calls to Action](#), it will provide clear guidance for working with Indigenous communities and organizations. The Indigenous Education team will continue to lead and support these efforts to create meaningful and lasting impacts.

Ongoing initiatives with continued success in 2024/25 are highlighted in the following bullets.

- **Indigenous content in all academic programs** – NIC is committed to embedding Indigenous knowledge across all programs. Curriculum development efforts aim to ensure that all academic programs include at least one course exploring Indigenous histories and examining how Indigenous issues intersect with that field of study. Program areas identified in the Truth and Reconciliation Commission's Calls to Action have committed to implementing the education-related Calls to Action, as well as the articles related to education in the United Nations Declaration on the Rights of Indigenous Peoples. Please see 6. Report on Lasting and Meaningful Reconciliation for more information.
- **Indigenous Education Facilitator support for faculty** – The Indigenous Education Facilitator plays a pivotal role in supporting faculty by providing guidance, resources, and expertise to integrate Indigenous perspectives into teaching. Through workshops, one-on-one consultations and collaborative initiatives, the facilitator equips instructors with the tools needed to navigate culturally sensitive topics, develop culturally relevant curricula and foster an inclusive learning environment. This role ensures faculty

engagement with Indigenous content is respectful, meaningful and informed by Indigenous cultures and traditions.

- **Core competency course in Indigenous knowledge for staff and faculty** – Community consultations and guidance from the NIC Indigenous Education Council have identified a strong need for a core competency course covering foundational knowledge about Indigenous Peoples, including local perspectives from the Indigenous Nations on whose land NIC campuses reside. This mandatory course for staff and faculty is currently under development and is set for completion in 2025/26.
- **Expanded Elder- and Navigator-guided student supports** – NIC continues to expand both in-person and digital [supports for Indigenous students](#). Elders and Indigenous Education Navigators are available at all four NIC campuses to assist with educational planning, liaising with instructors, connecting with Indigenous sponsorship organizations and providing education-related and personal guidance.
- **Aboriginal Scholars Program** – With support from the [NIC Foundation](#), NIC has established the Aboriginal Scholars Program. Through this initiative Aboriginal Scholars work with an Indigenous Education Navigator to develop an achievement plan based on academic, spiritual, emotional and/or physical goals. Students receive ongoing mentorship and support throughout the term to stay on track and access relevant services. At the end of each term, students earn a scholarship based on their progress toward their individual achievement plans.
- See 3.6 Rooms, Indigenous-led Education, and 3.8 Roof, Reconciliation.

5.1.5 Priority 5

Enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

Achievements

Equitable and inclusive access to post-secondary education, training and services is at the heart of NIC's institutional vision, mission and our role in B.C.'s post-secondary education system. NIC serves a regional population with some of B.C.'s lowest levels of post-secondary education and most significant systemic barriers to economic participation.

- **Barriers to economic participation** – The [B.C. Labour Market Outlook: 2024 Edition](#) forecasts 1,120,000 job openings in B.C. over the next ten years (2024-2034), about 76% of which will require workers to have post-secondary education and training, or management or supervisory experience (i.e., TEERs 0, 1, 2, and 3). However, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region's Indigenous working-age population of which only 43% have a post-secondary credential and who represent 14% of the region's population. On Northern Vancouver Island, for example, only about three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential. The proportion of Indigenous Peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province's population is Indigenous.
- **Barriers to post-secondary education** – The NIC region also includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on

Northern Vancouver Island and the Central Coast. Thirteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2024 took adult basic education upgrading courses during, or prior to, their studies. Students from the rest of B.C.'s public institutions (public colleges, institutes and teaching intensive universities), together reported in 2024 that under eight percent (7.6%) of them had taken upgrading courses, making NIC's relative proportion comparatively large at 1.7x the rest of the province.

- **Adult Basic Education (ABE)** – NIC's ABE offerings provide a critical pathway to post-secondary education and the labour market especially for students in the rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have developed flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. Over time, a balanced delivery model has proven to be the most successful. NIC's suite of ABE offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *B.C. Labour Market Outlook: 2024 Edition* estimates that there will be 141,500 job openings in B.C. over the next ten years requiring high school education.
- **Accessible Education and Training (AET)** – NIC's Department of Accessible Learning continued to successfully offer employment transition, workplace readiness, daily living, self-advocacy, literacy and numeracy courses in 2024/25 tailored to individuals with diverse learning needs, including those with intellectual or developmental disabilities. NIC's employment transition programs are designed to eliminate barriers to employment through meaningful educational opportunities, hands-on skills development and built-in, individualized supports. Courses are offered across multiple campuses, including Comox Valley, Campbell River, Port Alberni and online, with flexible intake and delivery options to accommodate various learning preferences. Financial support is available through the Adult Upgrading Grant, which can cover course and application fees. Upon completion, students are equipped with employability skills, self-awareness, job readiness, and industry-specific experience, preparing them for entry-level employment, volunteer positions or further education and training at NIC.
- **Affordability and tuition costs** – NIC's low tuition costs open opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At \$3,334 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2024/25 making us one of the most affordable post-secondary institutions in B.C. This, along with tuition-free adult basic education upgrading courses and support services helped reduce barriers to post-secondary education for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by B.C. Government grant funding; these programs often embed tuition-free upgrading and cultural supports.
- **Financial supports for students** – To help make education more affordable, NIC offers several forms of student financial assistance. The North Island College Foundation offered \$797K in student support in 2024/25 with 583 individual student awards, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through the NIC Student Services. Financial need is particularly strong for students who regularly commute from remote areas of the region whose median after-tax household income is well below the B.C. average at \$59K in 2020 compared with \$76K for B.C.

More information about how NIC is working to enhance employment services and skills training for people facing multiple and complex barriers can be found in the following sections of this document:

- *3.4 Frame, Student Support and Persistence and Student Well-Being;*
- *3.5 Doorways, Program Entry and Learning and Services;*
- *3.6 Rooms, Community-Connected Learning and Self-Directed and Customized Learning;*
- *3.8 Roof, Diversity, Equity and Inclusion;*
- *3.10 Communities, Serving the People of the Region;*
- *5.2 Ministry's Strategic Initiatives, 5.2.3 Former Youth in Care (FYIC) and 5.2.5 Work-Integrated Learning (WIL); and*
- *6. Report on Lasting and Meaningful Reconciliation.*

5.1.6 Priority 6

Ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.

Achievements

- **Economic and regional impact of student housing** – Affordable housing remains a serious barrier for people seeking post-secondary education and training in B.C. NIC's community engagement has reinforced that the lack of housing also limits the ability to attract new businesses and workers to the region. Purpose-built student housing helps free up market rental housing, creating new opportunities for economic development in the communities we serve.
- **Comox Valley housing nearing completion** – Thanks to B.C.'s [Homes for People Action Plan](#), construction is nearly complete on NIC's first [Student Housing Commons](#) at the Comox Valley campus, scheduled to open in Fall 2025. The 217-bed facility will accommodate a range of learners—from single students to families—and offer flexible lease lengths to support a diversity of programs, from short-term apprenticeships to four-year degrees. Priority access will be provided to Indigenous students and former youth in care.
- **Campbell River business case developed** – Over the past year, NIC has done significant work to develop a business case for student housing at our Campbell River campus, including a formal study to identify demand, site/soil suitability analyses, traffic analysis, community engagement, and architectural design and costing. A housing project in Campbell River, where a significant proportion of our students are in trades and apprenticeship programs, would reduce barriers and address shortages for training of these critical skilled workers. Although the Ministry has indicated that current budget limitations prevent moving forward with this project at this time, the project will remain ready to support training of trades students when provincial funding becomes available or alternate funding sources are identified.
- **Demonstrated demand in Port Alberni** – A recent survey confirmed strong demand for student housing at NIC's Port Alberni campus, supporting learners in the Alberni Valley and on the West Coast of Vancouver Island.

5.2 Ministry's Strategic Initiatives

This section provides specific examples of how NIC has worked toward achieving long-term strategic priorities of the Ministry of Post-Secondary Education and Future Skills.

5.2.1 Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See 6. *Report on Lasting and Meaningful Reconciliation*.

5.2.2 Sexualized Violence Prevention and Response Initiatives

Overview of Awareness and Prevention Activities

NIC's Sexualized Violence Education Team leads education, information and training initiatives across NIC campuses. Key awareness and prevention activities in 2024/25 included:

- An updated [Sexualized Violence webpage](#) on the new North Island College website, providing comprehensive resources and information for students, staff and faculty.
- An informational campaign in October 2024 focused on technology-facilitated sexualized violence, raising awareness about risks, outlining NIC's expectations and promoting prevention strategies related to online harassment and exploitation.
- A consent-focused campaign in March 2025, emphasizing the importance of consent culture and healthy relationships.

These initiatives aim to foster a safer and more informed campus community.

Education and Training Sessions

NIC continued to offer a variety of education and training sessions to students, staff, and faculty in 2024/25 to address sexualized violence. Key offerings included:

- **Staff training** – The Safer Campuses for Everyone training program has engaged 150 employees to date. This training equips staff with the knowledge and skills to recognize, respond to, and prevent sexualized violence.
- **Student orientation sessions** – Orientation events for new and current students include discussions on consent culture, sexualized violence and reporting resources. These sessions ensure that students are aware of the support services available to them and understand their rights and responsibilities.

These training initiatives are designed to foster a safer and more inclusive environment for all members of the NIC community.

Progress on Sexualized Violence Policy Review

As required by the Sexual Violence and Misconduct Policy Act, NIC's [Sexualized Violence Prevention and Response Policy #3-34](#) was last updated on September 28, 2023. The next review is scheduled for September 2026.

PLANS FOR THE 2026 REVIEW

- Expanding consultation with Indigenous communities, marginalized groups and other key stakeholders.
- Incorporating feedback from the Student Perceptions of Sexualized Violence Survey to ensure the policy remains responsive to student concerns and priorities.

Use of Student Perceptions of Sexualized Violence Survey Results

The Student Perceptions of Sexualized Violence Survey (SPSVS) plays a critical role in shaping NIC's approach to sexualized violence prevention and response. Key actions informed by the survey include:

- **Addressing awareness gaps** – Survey data will help tailor education and training sessions to target specific concerns, ensuring they are relevant and impactful.
- **Enhancing survivor support services** – Insights from the survey will guide efforts to expand support options and improve access to reporting mechanisms, making it easier for survivors to seek help.
- **Informing policy updates** – Student concerns and priorities highlighted in the survey will be integrated into the 2026 Sexualized Violence Policy review to ensure it reflects the needs of the campus community.

5.2.3 Former Youth in Care (FYIC)

Participation

- In the 2024/25 fiscal year, NIC saw 68 requests to access the former youth in care tuition benefit from the B.C. government's tuition waiver program, with a total of \$432K distributed in tuition waivers to date. NIC saw a 24% increase in the number of tuition waivers accessed over the previous fiscal year.

Supports

- **Improved direct student communication** – Developed templates for automated messages sent every six weeks through the student information system. These messages provide timely, plain-language guidance on available supports and resources.
- **Student feedback survey** – Designed a survey for FYIC students who have accessed a tuition waiver at NIC to gather direct feedback on the most useful supports and how they prefer to be supported.
- **Priority housing access** – Collaborated with the new housing team to ensure FYIC students receive priority placement in campus housing.
- **Technology access** – Distributed 12 donated laptops to FYIC students without reliable access to technology.
- **Streamlined support processes** – Created a user-friendly, up-to-date business process to regularly review FYIC files, ensuring all eligible students receive the Learning for Future Grant (LFG) and other available supports.
- **Awareness campaign** – Launched a social media campaign in June 2024 to increase awareness of available resources for FYIC and other vulnerable students.

Strategies

- **Self-identification through EPBC applications** – Beginning in Fall 2024, students are now asked to self-identify as FYIC when completing their EducationPlannerBC (EPBC) application. NIC follows up with every self-declared student who has not yet applied for a tuition waiver. Additionally, all front-facing staff receive training to support FYIC students; staff in any service area can confidently refer students to the appropriate contact managing tuition waivers.
- **Personalized outreach for admission support** – NIC's Educational Advisor for FYIC students personally reaches out to each FYIC applicant who receives a denied or delayed

admission offer. They ensure students are properly referred to an Access Navigator, who assists them in meeting admission requirements for their desired program or advises them on alternative pathways that may ladder into their final career goal.

- **Active participation in community networks** – Attended and participated in all monthly Community of Practice meetings to stay engaged with sector-wide FYIC support initiatives.
- **Strengthened regional partnerships** – Established relationships with three new Strength, Abilities, and Journey of Empowerment (SAJE) coordinators across the NIC region to expand support networks for FYIC students.
- **Collaboration with MCFD and social workers** – Attended Ministry of Children and Family Development (MCFD) team meetings in multiple communities to raise awareness about the FYIC Tuition Waiver and Learning for Future Grant (LFG) programs, building strong referral pathways. NIC also engages directly with community social workers to strengthen communication and develop a coordinated wraparound support network for FYIC students.
- **Demonstrated student success** – Over 90% of students who received an LFG successfully completed their courses, indicating that NIC's proactive communication, accessibility and support strategies are effective.
- **Priority access to support services** – Leveraging on-campus FYIC support funding, NIC ensures that any FYIC student can be prioritized for an appointment within a few days. This funding will continue for another fiscal year, and efforts are ongoing to secure long-term, regularized funding for sustained support.

5.2.4 K-12 Transitions and Dual Credit Programming

- **Strong participation** – Dual credit enrolment increased by 34% over the previous year in 2024/25, with 246 students enrolled in 21 programs. This included 123 students in university studies and business programs, 114 in foundation trades and six in health and community care programs.
- **Career-connected offerings** – [NIC's dual credit programming](#) includes both traditional university transfer arts and science courses and shorter-term, career-connected offerings such as micro-credentials. These are aligned with in-demand fields like trades, health, human services, technology and business. By lowering costs and offering career-relevant programming, these dual credit pathways help prepare students for success in both the workforce and further post-secondary education.
- **Outreach and engagement activities** – NIC offers a variety of dual credit-specific initiatives to support high school students and their families. In 2024/25, the Future Students team hosted Spring and Fall on-campus events for high school career coordinators and counsellors, alongside guided campus tours for prospective Dual Credit students. The team also collaborated with Student Life to deliver Dual Credit orientation programming and end-of-program visits for foundation trades students, ensuring participants received clear pathway information and support. Additionally, NIC Fest, the college's annual education and career festival, welcomed more than 500 Grade 10, 11 and 12 students across three campus communities, connecting students with programs, services, and future career opportunities.
- See 3.5 *Doorways, Pathways to Learning*.

5.2.5 Work-Integrated Learning (WIL)

Enrolment

- **Record WIL participation** – WIL enrolment reached its highest level to date in 2024/25, with 938 students participating across 45 WIL offerings (excluding trades apprenticeships).
- **All-time high international student engagement** – International student participation in WIL also reached a record in 2024/25, with 252 students making up 27% of the total WIL headcount—the highest proportion to date.
- **Cumulative growth since BUILD 2026 launch** – Since the launch of NIC's strategic plan, BUILD 2026, four years ago, the college has enrolled nearly 3,450 students in WIL opportunities across a broad range of programs and sectors.

Concerted Action to Offer WIL

- **Organizational realignment** – NIC has recently implemented significant institutional changes to enhance WIL support for students. Beginning in 2023/24, the college has shifted to a decentralized model that incorporates WIL directly into NIC's academic division, moving from student services. This strategic change has enhanced and expanded curricular WIL offerings within the Faculty of Arts, Science and Management, specifically in cooperative education and internships. Additionally, new WIL staff positions have been added to support this expansion.
- **Diverse work placements** – WIL offerings included co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. NIC students are gaining hands-on experience in accountancy firms, design shops, local hotels and restaurants, and many other small and large businesses in the NIC region.
- **Employer engagement events** – The NIC WIL team organized several successful employer engagement events in 2024/25, bringing together alumni, current students, and business owners. These events strengthen WIL programming and expand industry connections by providing opportunities to share stories, review opportunities and 'talk shop.'
- **Comprehensive student support** – All NIC students retain access to WIL and Career Service support, with the flexibility to choose their preferred mode of interaction—whether face-to-face on campus, via phone or through virtual meetings online:
 - *Before placement:* Preparing students for their work experiences;
 - *During placement:* Offering guidance and troubleshooting challenges; and,
 - *After placement:* Assisting with career planning and professional development.
- See 3.6 Rooms, Community-Connected Learning and 6.1.2 Call #12: Early Childhood Education, Student Supports.

5.2.6 Developing and Implementing Protections for International Students That Support Their Fair Treatment

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC's sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. NIC values international students' many contributions to the communities it serves and, in the spirit of reconciliation, seeks to connect international and Indigenous students with communities through learning. Developing and implementing protections for international students that support their fair treatment is foundational to these commitments as evidenced in the following bullets.

- **Regulated International Student Immigration Advisor (RISIA)** – NIC employs RISIA certified International Student Advisors for immigration and program advising. NIC also offers counselling services, on-and off-campus social activities and employment support.
- **Comprehensive pre-arrival and orientation support** – NIC provides comprehensive pre-arrival information sessions, assistance with accommodation, and full orientation on each campus where international students receive a strong welcome to the unceded territories where they are studying.
- **Strategic priority in global learning** – As indicated in, [BUILD 2026](#), NIC's strategic focus is to revitalize and diversify international student engagement while maintaining a high level of international student satisfaction with its supportive learning environment (see Global Learning in 3.6 Rooms). In 2024/25, 86% of international student respondents to NIC's deployment of the [Canadian Campus Wellbeing Survey](#) agreed or strongly agreed that they were satisfied with NIC's supportive learning environment, exceeding the 81% target. Additionally, 86% of international student respondents reported that NIC provides a supportive learning environment and 88% said that NIC values diversity and inclusion.
- **Journeying Together: Canada's first Indigenous-serving internationalization plan** – In Fall 2022, NIC launched [Journeying Together](#), the first Indigenous-serving internationalization plan in Canada. Developed with guidance from the NIC [Indigenous Education Council](#), Elders and Indigenous community members, the plan integrates international and Indigenous education goals. It ensures that visiting students—and those who eventually become Canadian citizens—understand Canada's colonial history, its legacy and ongoing impacts, both locally and globally. The four pillars of Journeying Together are: 1) Recruitment and Enrolment, 2) Global Experience, 3) Intercultural Engagement, and 4) International Student Support. This framework ensures NIC's commitment to internationalization is ethical, inclusive and student-centered. Pillars 1 and 4 specifically outline how NIC ensures international students are supported, protected and treated fairly throughout their academic journey. In 2023, NIC received national recognition for this work, earning the Internationalization and Reconciliation Award of Excellence from the [Canadian Bureau for International Education](#) and the Excellence in Global Engagement Award from [Colleges and Institutes Canada](#). NIC's Journeying Together Annual Report and Dashboard for 2024/25 are currently in progress and will be published to the NIC public website later this year.

6 Report on Lasting and Meaningful Reconciliation

This section reports on NIC’s progress toward implementing the [Truth and Reconciliation Commission of Canada’s education-related Calls to Action](#) as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples](#) and [In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care](#) report recommendations for public post-secondary institutions in B.C.

6.1 Truth and Reconciliation Commission Calls to Action

6.1.1 Call #1: Social Work

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

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none">Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs.
Ongoing	<ul style="list-style-type: none">All students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none">Reserved seats and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none">Access to Indigenous Education Navigators for academic advising and personal counselling needs.
Implemented	<ul style="list-style-type: none">Offered a reconciliation training workshop in March 2025 for faculty and community partners delivered by Ladders to Kindness Training.

6.1.2 Call #12: Early Childhood Education

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

Progress	New and/or Continuing Initiatives and Partnerships
	<i>Culturally Appropriate Curriculum</i>
Ongoing	<ul style="list-style-type: none"> Curriculum based on B.C.'s Early Learning Framework, the Indigenous Early Learning and Child Care Framework and the First Peoples Principles of Learning.
Ongoing	<ul style="list-style-type: none"> Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum.
Ongoing	<ul style="list-style-type: none"> Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.
Ongoing	<ul style="list-style-type: none"> More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions.
Ongoing	<ul style="list-style-type: none"> Received increased funding support for a second Faculty Pedagogist Position from the Early Childhood Pedagogy Network, an initiative within ChildCareBC's strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children's knowledge and skills within their local contexts and times.
Ongoing	<ul style="list-style-type: none"> Collaborated with the First Nations Pedagogies Network through its partnership with the BC Aboriginal Child Care Society and the Métis Nation British Columbia who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities on Indigenous terms.
Ongoing	<ul style="list-style-type: none"> <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.
Ongoing	<ul style="list-style-type: none"> All students are gifted with the <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing	<ul style="list-style-type: none"> More intention placed on the inclusion of Indigenous authors and artists perspectives in required readings across multiple courses.
Ongoing	<ul style="list-style-type: none"> Increased Indigenous practicum placement opportunities.
Ongoing	<ul style="list-style-type: none"> Added a collection of children's books and resources to the student lending library on racism and the diversity of families.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Moved to the Science of Early Childhood Education, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks.
Ongoing	<ul style="list-style-type: none"> Increased orientation to Aboriginal Infant Development Programs, including speech and language and supported child development programs and resources.
New Implemented	<ul style="list-style-type: none"> Faculty participated in a one-day professional development event hosted by BCcampus on November 5, 2024 called <i>Wayi-Wah! Building Stronger Education Systems through Indigenous-Informed Pedagogies and Anti-Racist Education</i>.
New Implemented	<ul style="list-style-type: none"> In February 2025, sixteen Indigenous ECCE students from four Canadian colleges participated in a two-week Indigenous ECCE Field School in New Zealand in collaboration with Te Whare Wānanga and Te Rito Maioha. The field school received funding support from Global Skills Opportunities program. Led by four ECCE faculty and one NIC Indigenous Elder, the program emphasized Indigenous ECCE practices and professional development.
	Student Supports
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous (First Nations, Métis or Inuit).
Ongoing	<ul style="list-style-type: none"> Access to Indigenous advisors/counsellors for academic and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Strengthened work-integrated learning options to support student practice in home communities.
Ongoing	<ul style="list-style-type: none"> Work-based practicums created to support students staying in early learning employment while completing credential.
Ongoing	<ul style="list-style-type: none"> Elders in Residence and Indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.
	Cultural Awareness Workshops
Ongoing	<ul style="list-style-type: none"> Partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove.
Ongoing	<ul style="list-style-type: none"> Faculty attended <i>Sharing Métis Culture</i> workshops and integrated resources into teaching.
	Faculty Supports
Ongoing	<ul style="list-style-type: none"> Membership in Early Childhood Educators of BC is a requirement for faculty.
Ongoing	<ul style="list-style-type: none"> Membership in the British Columbia Aboriginal Child Care Society is a requirement for faculty.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, Pulling Together: A guide for Indigenization of post-secondary institutions, by Kory Wilson, available through BCcampus.
Ongoing	<ul style="list-style-type: none"> Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children's literature through this lens.
Ongoing	<ul style="list-style-type: none"> Added equity literacy as a lens of support.
Ongoing	<ul style="list-style-type: none"> Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC's Indigenization and Internationalization plan, Journeying Together.
Ongoing	<ul style="list-style-type: none"> Participation on Early Years Community Tables now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.
	<i>In-Community Programming</i>
New In Progress	<ul style="list-style-type: none"> Currently offering in-community ECCE certificate programming for Homalco First Nation.

6.1.3 Call #16: Indigenous Language Degree and Diploma Programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Delivered the Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.
In Progress	<ul style="list-style-type: none"> Delivery of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin Nations.
Implemented	<ul style="list-style-type: none"> Delivery of two ABE Level courses in Nuuchahnulth language, two ABE level courses in Kwak'wala and the delivery of a 100-level Indigenous Language Fluency course in Kwak'wala.
Implemented	<ul style="list-style-type: none"> Indigenous Language Fluency Certificate in Nuuchahnulth language was offered in partnership with Ehatesaht, Ahousaht and Tla-o-qui-aht First Nations via digital delivery and completed in Fall 2024.
Implemented	<ul style="list-style-type: none"> Supported Ahousaht First Nations in their first annual Language Resource Gathering.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<ul style="list-style-type: none"> Development of Indigenous Language Fluency Certificate in Ayajuthem language has been created in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin First Nations.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs.
Implemented	<ul style="list-style-type: none"> In partnership with Nuu-chah-nulth Tribal Council and Vancouver Island University, brought 17 Indigenous Teacher Education Program students and their families to Hawaii to experience and learn of the revitalization work, language immersion in the education system and culture experiences of the Hawaiian peoples.

6.1.4 Call #23: Healthcare Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health- care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> In collaboration with the NIC's Practical Nursing program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by a NIC Elder in Residence with highlights as follows: <ul style="list-style-type: none"> A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system. A smudging ceremony in which each student took part in a ceremonial cleanse. A video sharing the lived experience of Indigenous Peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they could work to prevent mistreatment and stigmas in B.C.'s healthcare system. Finally, each student was gifted with an <i>It Starts with Me</i> pledge feather from the First Nations Health Authority representing commitment to anti-racism, cultural safety and humility.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> HCA students and faculty participated in Walk with Me events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.
Ongoing	<ul style="list-style-type: none"> HCA students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.
Implemented	<ul style="list-style-type: none"> Students and faculty from two HCA cohorts participated in the Blanket Exercise, an online learning experience presented by KAIROS.
Ongoing	<ul style="list-style-type: none"> HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in healthcare and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the Canadian Association of Schools of Nursing on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.
Ongoing	<ul style="list-style-type: none"> HCA students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> The HCA program has reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.

6.1.5 Call #24: Medical and Nursing Schools

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

Progress	New and/or Continuing Initiatives and Partnerships
	<i>Bachelor of Science in Nursing Degree (BSN)</i>
Implemented	<ul style="list-style-type: none"> Faculty members attended the Canadian Association of Schools of Nursing conference in Spring 2023 where the focus was on anti-discriminatory pedagogy in nursing education. NIC faculty delivered two presentations on: <ol style="list-style-type: none"> health and wellness in First Nations communities, and critical race theory as an approach to support the TRC Calls to Action for nursing education.

Progress	New and/or Continuing Initiatives and Partnerships
New In Progress	<ul style="list-style-type: none"> Select second- and third-year students will be participating in a Health and Wellness in First Nations Communities field school in Rivers Inlet. This course will be led by a BSN faculty member in collaboration with NIC Elders in Residence and the community of Rivers Inlet. Topics include contemporary and colonial intersections of health, wellness, reconciliation and cultural safety.
Implemented	<ul style="list-style-type: none"> Faculty participate in a workshop held by NIC Elders in Residence focused on changing mindsets and engaging in transformation reconciliation.
Ongoing	<ul style="list-style-type: none"> Content related to Indigenous health and wellness, Indigenous ways of knowing and cultural safety is woven throughout all courses in the BSN program, particularly in the relational practice courses.
Ongoing	<ul style="list-style-type: none"> First- and third-year students in the BSN program attend the Building Bridges through Understanding the Village workshop hosted at the K'ómoks Big House.
Ongoing	<ul style="list-style-type: none"> Third-year BSN students research national, provincial and local responses to the TRC Calls to Action.
Ongoing	<ul style="list-style-type: none"> Third-year BSN students take NIC's Global Health <i>Issues</i> course, which has a significant focus on the TRC Calls to Action and anti-racism.
Ongoing	<ul style="list-style-type: none"> BSN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry in the BSN program.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.
New Implemented	<ul style="list-style-type: none"> Faculty participated in a one-day professional development event hosted by BCcampus on November 5, 2024 called Wayi-Wah! Building Stronger Education Systems through Indigenous-Informed Pedagogies and Anti-Racist Education.
New Implemented	<ul style="list-style-type: none"> A faculty member is a co-researcher for the Learning Our Way (LOW) project to leverage innovation systems change with the goal of addressing systemic racism and promoting health equity for Indigenous people and communities on northern Vancouver Island.
New Planned	<ul style="list-style-type: none"> Three faculty members will be attending the International Council of Nurses Congress in Helsinki, Finland, with one member presenting the Learning Our Way project.
	<p><i>Practical Nursing Diploma (PN)</i></p>
Ongoing	<ul style="list-style-type: none"> Mandatory course content covering key findings from the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report was developed and implemented in 2023/24.
Ongoing	<ul style="list-style-type: none"> PN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry in the PN program.
Ongoing	<ul style="list-style-type: none"> PN students are required to maintain a portfolio through all four levels of the program on topics covering: inclusivity, post-colonial understanding, respect, Indigenous knowledge and culturally safe communication.
Ongoing	<ul style="list-style-type: none"> Students complete a unit on diversity-in-practice focused on collaborating with Indigenous community members and increasing Indigenous knowledge by participating in a community cultural experience.
Ongoing	<ul style="list-style-type: none"> Students read and discuss the book Beyond the Orange Shirt Story, a collection of stories from family and friends of Phyllis Webstad. There is an accompanying learning module that all students complete.

6.1.6 Call #28: Law Schools

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

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

6.1.7 Call #57: Public Servants

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

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Offered skills-based workshops with faculty on creating inclusive, Indigenized and intercultural learning outcomes.
New Implemented	<ul style="list-style-type: none"> Participated in the first annual Community Connections and Learning Day for all staff at NIC which provided sessions on Decolonization and Indigenization with Kory Wilson, Indigenization and Decolonization within the NIC Region, and Exploring Responses to Diversity.
Ongoing	<ul style="list-style-type: none"> Provided core competency monthly drop-in sessions for faculty to discuss inter-culturalization.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as support and services for students.
Ongoing	<ul style="list-style-type: none"> Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.

6.1.8 Call #62: Teacher Education

We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Governed by the Nuu-chah-nulth values of respect, order and protocols, Elder's teaching, sustainability, children as the future, responsibility, accountability, preparation, family, community and celebration, Nuu-chah-nulth Tribal Council partners with North Island College to create a Nuu-chah-nulth Pathways to Education program. The Pathways to Education program combines in-class instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers six Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.
New In Progress	<ul style="list-style-type: none"> Delivering Pathways to Indigenous Teacher training in partnership with Beaufort Delta Divisional Education Council.

6.1.9 Call #86: Journalism and Media Schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

6.1.10 Call #92: Business Schools

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

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Indigenous-informed courses and courses with discrete Indigenous and First Nations content have been added to business programming at NIC. The majority of students have elected to take ABG-100, <i>Histories and Impacts of Colonization</i>, which is also part of the Indigenous Leadership Certificate program. This course covers a broad range of issues and topics, but most importantly situates contemporary Indigenous peoples in context of temporal processes and developments. Understanding this history and the impact of colonization (and Empire) on Indigenous peoples and the socio-legal framework businesses operate in Canada, is important to comprehending larger political and economic forces. In the 2024/25 fiscal year, 313 students enrolled in ABG-100. Additional courses available to business students that support Indigenous ways of knowing and being are: <ul style="list-style-type: none"> ABG-102 Governance and Organizational Structures; ABG-103 Vision, Values, Philosophies and Ethics; ABG-105 Politics, Policy and Practice; ABG-110 Community Development & Planning; ABG-111 Economic Development; ANT-250 Ethnology of North America; ENG-127 Indigenous Literatures in Canada; FNS-160 First Nations Education: Traditional and Contemporary; GLS-140 Fishing, Indigeneity and the Asia Pacific I; GLS-240 Fishing, Indigeneity and the Asia Pacific II; GLS-241 Field School: Fishing, Indigeneity and the Asia Pacific; HIS-246 Domination and Resistance: A History of Imperialism and Colonialism; and, SOC-130 First Nations Sociology.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> ENG-116 Essay Writing & Indigenous Perspectives, introduces university-level research and writing in the humanities and social sciences and/or natural sciences with a specific focus on contemporary Indigenous issues in Canada. Students critically analyze and study the writing, oral and aural practices of Indigenous scholars and teachers in a variety of disciplines and settings. Emphasis is placed on respecting and interweaving non-Indigenous and Indigenous ways of knowing and research methodologies.
Ongoing	<ul style="list-style-type: none"> ENG-166 Effective Organizational Communications, focuses on the oral and written communication skills required to function in administrative and leadership positions within Indigenous organizations and communities. Students examine and practice the writing process in various capacities specific, but not always limited to, Indigenous organizations, including email etiquette, minute-taking, briefing notes and professional letter writing. Students also learn reporting processes, both written and electronic, with a particular focus on Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC), Indigenous Services Canada (ISC) and other provincial and national Indigenous funding organizations. Students also gain research skills necessary to access and apply to funding sources and to write formal reports.
Ongoing	<ul style="list-style-type: none"> The NIC Business Department continues to review and enhance its curriculum with the goal of integrating more Indigenous topics, case studies, and perspectives into existing courses and programs. A key development has been the expansion of elective options, allowing students to engage more deeply with courses focused on Indigenous history, culture, and approaches to business and leadership.

6.2 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) Implementation

How is your institution working with Indigenous Peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples and, in particular, the articles related to education, which include the following:

Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

Article 15

1. Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress	New and/or Continuing Initiatives and Partnerships
NIC recognizes the authority and direction of the combined 35 First Nations of the Nuuchah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, NIC is committed to supporting Indigenous-led education and celebrating Indigenous knowledge.	
Ongoing	<p>Indigenous Education Council</p> <ul style="list-style-type: none"> NIC is accountable to the NIC Indigenous Education Council⁸ (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's mission, vision and strategic direction, namely: <ul style="list-style-type: none"> working in collaboration with NIC, to guide the development and implementation of the Working Together – North Island College Indigenous Plan 2021-2026; providing guidance in developing responsive curriculum; providing guidance on student access, retention and success;

⁸ View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> • providing guidance on in-community programming transition support; • being an active community partner; • developing, strengthening and expanding strategic partnerships; • raising awareness about post-secondary education throughout the region; and • strengthening NIC employees' skills to support the Colleges and Institutes Canada Indigenous Education Protocol. • The IEC continues to explore the development of a co-governance model with NIC's Board of Governors.
	<i>Regional Advisory Committees</i>
Ongoing	<ul style="list-style-type: none"> • The Indigenous Education Council is made up of three First Nations regional advisory committees: Central, Northern, and West Coast, with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to: <ul style="list-style-type: none"> • identify local education and training priorities, and • advise on local community development and economic development plans.
	<i>Working Together – North Island College Indigenization Plan</i>
Ongoing	<ul style="list-style-type: none"> • In 2021, the NIC Indigenous Education Council launched Working Together – North Island College Indigenization Plan 2021-2026, the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the Colleges and Institutes Canada Indigenous Education Protocol to bring this framework to life. Working Together commits NIC to: <ol style="list-style-type: none"> 1. Action – Making Indigenous education a priority. 2. Governance – Ensuring governance structures recognize and respect Indigenous Peoples. 3. Teaching and learning – Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches. 4. Understanding and reciprocity – Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples. 5. Employee recruitment – Increasing the number of Indigenous employees, including Indigenous senior administrators. 6. The learning environment – Establishing Indigenous-centred holistic services and learning environments. 7. Building relationships – Being accountable in Indigenous communities in support of self-determination. • NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see Indigenous-led Education in 3.6 Rooms and Reconciliation in 3.8 Roof).
Ongoing	<ul style="list-style-type: none"> NIC's year-three 2023/2024 Working Together Dashboard can be viewed on NIC's engage website; the year-four annual dashboard is in progress.
	<i>Indigenous Employees</i>
Ongoing	<ul style="list-style-type: none"> NIC continues work to restore balance in the college's governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees (Working Together Goal 2.1).
Ongoing	<ul style="list-style-type: none"> NIC continues to review policies and operational practices to ensure they recognize Indigenous People's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. Three goals specified in Working Together form part of a larger strategy to achieve personnel balance in the organization by increasing the number of Indigenous employees including in senior leadership positions (Working Together Goals 5.1, 5.2 and 5.3).
Ongoing	<ul style="list-style-type: none"> NIC maintains special program approval through the BC Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> Executive Director of Indigenous Education, Indigenous Education Navigator, Elder in Residence, faculty in Indigenous programming, Indigenous Counsellor, Indigenous Project Analyst, and Manager and Associate of Indigenous and Regional Partnerships. <p><i>Note: NIC submitted to the BC Human Rights Tribunal in September 2024 and is still waiting for approval.</i></p>
	<i>Journeying Together – NIC's Internationalization and Indigenization Plan</i>
Ongoing	<ul style="list-style-type: none"> In Fall 2022, NIC launched Journeying Together, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada—its legacy and ongoing impacts—here and across international borders. NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well as an Excellence in Global Engagement Award from Colleges and Institutes Canada.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> NIC has initiated new Indigenous study-abroad partnerships and field schools, offering unique opportunities for Indigenous students to engage with global Indigenous communities including: <ul style="list-style-type: none"> collaborations with Te Whare Wānanga o Awanuiārangi, Te Rito Maioha and the University of Waikato in New Zealand; a Japan field school focusing on immigration and Indigeneity; a collaboration with the University of Hawai'i Maui College to learn of their Language Immersion Elementary programs; a field school to Costa Rica with a focus on language and culture; and an Indigenous sustainability field school in partnership with the University of Hawai'i Kapi'olani Community College in Honolulu.
New Implemented	<ul style="list-style-type: none"> NIC developed and implemented a Collaborative Online Indigenous Intercultural Learning (COIIL) framework, further emphasizing NIC's holistic approach to fostering understanding, respect and reconciliation through embracing Indigenous values, knowledge and language in education.
First Nations Partnership Programs	
New Implemented	<ul style="list-style-type: none"> Delivered B.C. Wildfire Training in partnership with Huu-ay-aht First Nations.
Implemented	<ul style="list-style-type: none"> Delivered Indigenous Language Fluency Certificate in Nuuchah-nulth language was offered in partnership with Ehatesaht, Ahousaht and Tla-o-qui-aht First Nations.
In Progress	<ul style="list-style-type: none"> Delivered Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations.
New In Progress	<ul style="list-style-type: none"> Delivered Pathways to Nuuchah-nulth Teacher Training in partnership with Nuuchah-nulth Tribal Council.
New In Progress	<ul style="list-style-type: none"> Delivering Pathways to Indigenous Teacher training in partnership with Beaufort Delta Divisional Education Council.
New In Progress	<ul style="list-style-type: none"> Delivering two Early Childhood Educators Assistant programs in partnership with Homalco First Nation and Nuuchah-nulth Employment and Training Program.
New Implemented	<ul style="list-style-type: none"> Delivered Employment and Digital Skills Training with Mowachaht/Muchalaht First Nation.
New In Progress	<ul style="list-style-type: none"> Delivered Greenhouse Training in partnership with Hupacasath First Nations and Alberni Clayoquot Regional District.
In Progress	<ul style="list-style-type: none"> Delivering Indigenous Leadership Certificate.
In Progress	<ul style="list-style-type: none"> Delivered Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'waka and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on

Progress	New and/or Continuing Initiatives and Partnerships
	student strengths and the language to nourish their spirit and work at their level.
	<i>Indigenous-Led Education</i>
New In Progress	<ul style="list-style-type: none"> A major advancement in 2024/25 was the formalization of the Framework for Indigenous-Led Education and Training (FILET). FILET is a systemic, Nation-directed model for delivering respectful, sustainable and responsive education. It articulates roles, responsibilities and protocols for in-community programming and is now being integrated into NIC's operational planning processes as the foundational approach for all Indigenous partnerships.
Ongoing	<ul style="list-style-type: none"> In alignment with FILET, the Indigenous Education Council (IEC) continues to move into a co-governance role, offering strategic direction, guiding program development and helping shape NIC policy through a distinctions- and protocol-based lens. This year, the IEC prioritized equitable Nation representation and is developing a formal structure to distinguish voting and observer members. Conversations with the NIC Board of Governors have also begun to explore the inclusion of IEC-appointed seats at the Board table, reinforcing Indigenous leadership in institutional governance.
Ongoing	<ul style="list-style-type: none"> See <i>Indigenous-Led Education</i> in 3.6 Rooms.
	<i>Reconciliation</i>
Ongoing	<ul style="list-style-type: none"> See <i>Reconciliation</i> in 3.8 Roof.
	<i>Diversity, Equity and Inclusion</i>
Ongoing	<ul style="list-style-type: none"> See <i>Diversity, Equity and Inclusion</i> in 3.8 Roof.
	<i>Ensuring that Indigenous Learners Can Achieve Their Higher Educational Goals</i>
Ongoing	<ul style="list-style-type: none"> See 5.1.4 Minister's Mandate Letter, Priority 4.

6.3 In Plain Sight Report Recommendations

6.3.1 Recommendation #8

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (If none exist, N/A)
Bachelor of Science in Nursing Degree Practical Nursing Diploma	<p>The British Columbia College of Nurses and Midwives (BCCNM) establishes the following standards for Registered Nurses and Licensed Practical Nurses:</p> <ul style="list-style-type: none"> • Self-reflective practice (It Starts with Me). • Building knowledge through education. • Anti-racist practice (Taking Action). • Creating safe healthcare experiences. • Person-led care (Relational Care). • Strengths-based and trauma-informed practice (Looking Below the Surface). <p>The Canadian Association of Schools of Nursing establishes and promotes national standards of excellence for nursing education across Canada.</p> <ul style="list-style-type: none"> • Canadian schools of nursing: The curriculum addresses “Action 24” of the Truth and Reconciliation Commission for programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
Health Care Assistant Certificate	<p>The following standards have been set out by the BC Care Aid & Community Health Worker Registry to provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:</p> <ul style="list-style-type: none"> • Respect the individuality, diversity, and dignity of clients and families. • Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures. • Provide culturally safe and sensitive care. • Discuss traditional medicines, healing practices, and alternative forms of healing.

6.3.2 Recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
Practical Nursing Diploma (PN) Health Care Assistant Certificate (HCA)	Ongoing	<ul style="list-style-type: none">An Indigenous instructor teaches in both the PN and HCA programs.
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none">NIC continues its efforts to hire an Indigenous instructor to facilitate in-person field school experiences in a remote First Nations community as part of the Health and Wellness in First Nations Communities course.
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none">NIC continues to have an Elder in Residence assigned to the Faculty of Health and Human Services. The Elder is a registered nurse and has supported NIC's health programs for decades.

6.3.3 Recommendation #18

The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note – the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Regular intakes have two seats reserved for self-identified Indigenous students.	<ul style="list-style-type: none"> • Bachelor of Science in Nursing Degree – Option A: three seats in 2024/25. • Bachelor of Science in Nursing Degree – Option C (LPN to BSN): three seats in 2023/24 (only offered every three years) 	24 students are self-identified as Indigenous (not all requested consideration for priority seating)
	<ul style="list-style-type: none"> • Practical Nursing Diploma: two seats at each campus (Campbell River, Comox Valley and Port Alberni) in 2024/25. • Access to Practical Nursing Diploma: Two seats for the 2024/25 admission (only offered every 2 years) 	<10 students
	<ul style="list-style-type: none"> • Health Care Assistant Certificate: eight seats in 2023/24 	<10 students
One-time in-community cohort intakes offered in specific First Nations Communities.	<ul style="list-style-type: none"> • Health Care Assistant Certificate: zero seats in 2024/25 	No intakes offered in 2024/25

6.3.4 Recommendation #21

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

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Bachelor of Science in Nursing Degree	N/A	<ul style="list-style-type: none">• See 6.1.5 Call #24: Medical and Nursing Schools.
Practical Nursing Diploma	N/A	<ul style="list-style-type: none">• See 6.1.5 Call #24: Medical and Nursing Schools.
Health Care Assistant Certificate	N/A	<ul style="list-style-type: none">• See 6.1.4 Call #23: Health-Care Professionals.



Institutional Accountability Plan & Report

2024-2025 REPORTING CYCLE

About the cover

Students in the Seaweed Production and Processing Micro-credential program are identifying seaweed types at Stories Beach in Campbell River.

Bottom left to right: Tara Giguere, Cristi May Sacht, Cara Rogers, Levi Verschuur, Mike Harcott

Cohort of students on the final wrap-up celebrating the completion of the Seaweed Production and Processing Micro-credential

Front row, left to right: Tara Giguere, Lyndsay Silvestre, Cristi May Sacht, Levi Verschuur

Back row, left to right: Cara Rogers, Tom Allan, Mike Harcott, Todd McCaslin



BOARD OF GOVERNORS – ACTION SHEET

June 19, 2025

Agenda #: 3.4

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

Agenda Item:

BUILD 2026 Strategic Plan and Year 4 Dashboard and BUILD 2026 Proposed Amendments

Action Required:

For Board review and approval

Draft Motion/ Recommendation:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE *BUILD 2026 STRATEGIC PLAN AND YEAR 4 DASHBOARD AND THE BUILD 2026 PROPOSED AMENDMENTS (YEAR 4 REPORT 2)*.

Background/History/Executive summary:

The Board of Governors approved NIC's strategic plan, *BUILD 2026*, on May 28, 2021. The plan contains 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 is updated each January (reporting on the preceding Summer and Fall terms) and each June (reporting on the preceding Winter and Spring terms).

This attached dashboard represents our progress in the 58 measurables that move us toward achieving our vision to deliver BC's best individualized education and training experience. It represents significant advancement in each of the plan's nine elements.

We are pleased to report the following progress on the 58 measurables:

Complete	On Track	Behind
26	30	2
	To be completed 7	
	To maintain ≥ target 23	

The *BUILD 2026 Strategic Plan and Year 4 Dashboard* was reviewed on June 10, 2025, by the College Planning Committee.

To ensure *BUILD 2026*'s relevancy, the Leadership Team regularly reviews measurables and, as needed, makes changes. These are conveyed in the *BUILD 2026 Proposed Amendments*.

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.

Once approved, the Year 4 Dashboard will be posted to the NIC Engage site.

Policy analysis/strategic priority:

This item aligns with the *BUILD 2026* strategic priority and commitment to transparency and accountability in its leadership:

7.3 Transparent decision-making builds a culture of trust and respect. We will facilitate open dialogue, collaboration and consultation, to manage risk, achieve our goals and obtain results.

BUILD 2026 Strategic Plan and Year 4 Dashboard
BUILD 2026 Proposed Amendments (Year 4 Report 2)

Action:

For Board review and approval at its meeting of June 19, 2025.

Legend:

Housekeeping	proposed amendment corrects typos or other mistakes in the previous version of plan
Refinement	proposed amendment clarifies and focuses goal and/or responsible area
Consolidation	proposed amendment eliminates overlap & duplication in the previous version of plan
Expansion	proposed amendment augments existing plan based on identified need and changed environment
Deletion	proposed amendment deletes measure

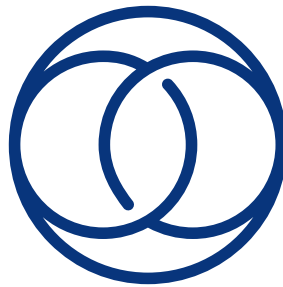
Priority	Year 5 Goal	Proposed Amendment	Rationale	Impact
Foundation				
5.4 Global Learning	a. Increase # of new international student enrolments each year above 214 new students.	Revise target to > 75	<p>Immigration, Refugees and Citizenship Canada (IRCC) introduced new policies during Fall 2024 which had a significant impact on the college's ability to recruit international students.</p> <p>We anticipate that these changes will result in a dramatic reduction in new international student enrolments during the 2025/26 academic year.</p>	Refinement

BUILD



STRATEGIC PLAN AND YEAR 4 DASHBOARD

NORTH ISLAND COLLEGE



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.

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

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Look for the *Working Together* symbol to see how *BUILD 2026* supports and works with NIC's Indigenization Plan.

WELCOME

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. The plan is founded on our passionate belief that learning empowers people and builds healthier and more resilient communities.

It is our promise to support unique people and communities through individualized learning.

Visit engage.nic.bc.ca to share your voice as we continue building NIC together.

MISSION

WORKING TOGETHER, NIC BUILDS HEALTHY AND THRIVING COMMUNITIES, ONE STUDENT AT A TIME.

BUILD 2026 represents a strengthening of our commitment to the many, diverse communities we serve. It is about raising our ambitions together with community. In many ways, we are putting down roots, and we are asking you to join us.

Originally created during COVID-19, this plan is designed to be responsive and has been adjusted annually to meet students' and communities' ever-changing needs.

This plan takes individualized education and training further, so more people can discover, grow and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies and contribute to more diverse and just societies.

VISION

BY 2026, NIC WILL DELIVER BC'S BEST INDIVIDUALIZED EDUCATION AND TRAINING EXPERIENCE.

Though our vision is ambitious, we are ready. We respond quickly to students' needs when they need it most.

BUILD 2026 requires us to work with students and communities to be more resilient. It invites us to continue to be responsive and refine our operations to meet ongoing change.

We are grateful to align *BUILD 2026* with NIC's first Indigenization plan, *Working Together*.

The two overarching plans, reinforced by a growing number of integrated and supporting plans, guide our work as we strive to be Indigenous serving, ensure education and training is accessible and meet the social and economic needs of students and communities across the region.

YEAR 4 IN REVIEW

NIC enters the fifth and final year of the BUILD 2026 strategic plan focused on upholding our mission of helping to strengthen the communities we serve.

Despite the challenges to post-secondary institutions nation-wide, NIC continues to deliver results across a wide range of programming, infrastructure, Indigenization and health and well-being measures.

ADAPTING TO CHANGE

In the past year, NIC has faced a rapidly shifting external landscape, primarily impacted by the federal government's new, restrictive immigration policies. Reductions in study-permit approvals for international students and adjustments to post-graduation work-permit eligibility have created an unprecedented decline in international student enrolment nationwide. For NIC, that has meant going from its highest level of full-time international student enrolments (640) in 2024/25 to a projected drop of 32% (to 436) in 2025/26. This translates to an anticipated \$2.8 million reduction in revenue for the college, straining NIC's finances and capacity to deliver programs.

Though NIC has been less reliant on international students than many institutions (22% vs 32% for BC public colleges), international enrolment and its associated revenue have been critical to supporting program delivery across all areas of the college. The sudden shortfall has therefore impacted every division and added to existing challenges.

DIFFICULT DECISIONS

In response, NIC has taken steps to ensure its sustainability and uphold its commitment to students and communities. The college initiated a difficult, necessary organizational realignment in early 2025 to rebalance resources. Adjusting staffing levels to match the new enrolment reality resulted in the elimination of 24 full-time equivalent (FTE) administrative, support staff and faculty positions (through retirements, layoffs and elimination of vacant positions), representing downsizing those roles by approximately 11%, 8% and 12%, respectively. Advance layoff notices were issued to an additional 11 FTEs of regular faculty.

Concurrently, the college is reviewing and consolidating its program offerings, announcing suspensions of several programs effective Fall 2025 to focus resources on core offerings. These difficult decisions aim to preserve the overall quality, accessibility and financial health of NIC's education and services. Despite the challenges of this transition, NIC remains committed to its students and communities.

Realignment is intended to ensure that NIC programs continue to meet student demand and community needs in a sustainable way. Central to this effort is the implementation of a Strategic Enrolment Management framework, which provides a focused plan for shaping NIC's future by keeping programming relevant, responsive and aligned with strategic priorities.



Ditidaht First Nation, Vancouver Island

Graduates of Continuing Education,
MS Office Applications

YEAR 4 IN REVIEW CONTINUED



MOVING FORWARD

North Island College is unwavering in its mission to help strengthen communities through student-focused, accessible, flexible and responsive education. NIC's broad range of affordable, high-quality programs delivered on the North Island and BC Central Coast increases regional participation in the skilled economy and leads to further post-secondary opportunities for our students. Embedded in its communities, the college continues to collaborate with First Nations, local governments and industry partners to deliver culturally relevant training aligned with regional needs. This deep community engagement is a cornerstone of NIC's approach and will remain so throughout thriving times and challenging times in the evolution of post-secondary education.



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

Patricia Trasolini
Chair, North Island College
Board of Governors

Working together to support students and communities.

NIC's two overarching strategic and Indigenization plans, ***BUILD 2026*** and ***Working Together***, are supported by ***Widening Our Doorways***, ***Journeying Together***, ***The CARE² Plan***, and ***Thriving Together - People Plan***.

Through the implementation of these plans, the College ensures all learning at NIC is relevant and accessible, connects students and faculty with Indigenous perspectives and supports the mental health, wellbeing and success of all members of the college community. The six plans work collectively to realize connected goals, measures and targets which support student success, strengthen communities and foster lasting, meaningful reconciliation across the region.



Look for the *Working Together* symbol throughout this document to see how the *BUILD 2026* actions support the goals from NIC's first Indigenization Plan.

27 Commitments

NIC's commitments were confirmed during the 2019 consultation with employees, students and community members. In 2021, the commitments were further defined, integrated and amended to meet students' changing learning needs.

These commitments inspired our *People* action statements.

ENGAGING PEOPLE

1. Healthy and Productive Workplaces
2. People Development
3. Employee Engagement and Collaboration

These commitments inspired our *Frame, Doorways and Rooms* action statements.

SUPPORTING STUDENTS

Caring and Supportive

4. Student Well-Being
5. Student Support and Persistence

Access

6. Program Entry
7. Learning and Services
8. Pathways to Learning

Learning and Programming

9. Indigenous-Led Education
10. Community-Connected Learning
11. Self-Directed and Customized Learning
12. Global Learning
13. Program Response and Renewal

These commitments inspired our *Foundation, Windows and Roof* action statements.

STRENGTHENING THE COLLEGE

Enrolment Services

14. Brand and Identity
15. Marketing & Recruitment
16. Integrated Enrolment

Infrastructure

17. Teaching and Learning
18. Finances
19. Information Technology
20. Campuses and Centres

Leadership

21. Reconciliation
22. Diversity, Equity and Inclusion
23. Transparency and Accountability

These commitments inspired our *Environment and Communities* action statements.

ENVIRONMENT

24. Climate and Sustainability

SERVING COMMUNITIES

25. Serving the People of the Region
26. Community Engagement
27. Social and Economic Development of the Region

9 Action Statements

Our vision, while ambitious, will be realized when we turn our commitments into action statements.

These action statements were inspired by our *Engaging People* commitments.

People

1. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

These action statements were inspired by our *Strengthening the College* commitments.

Foundation

2. We will strengthen our core operations to make NIC more resilient and agile.

These action statements were inspired by our *Supporting Students* commitments.

Frame

3. We will embed caring learning services that support students in their studies.

Doorways

4. We will increase the many ways students can access education and training at NIC.

Rooms

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

These action statements were inspired by our *Strengthening the College* commitments.

Windows

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

Roof

7. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

These action statements were inspired by our *Serving Communities* commitments.

Environment

8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

Communities

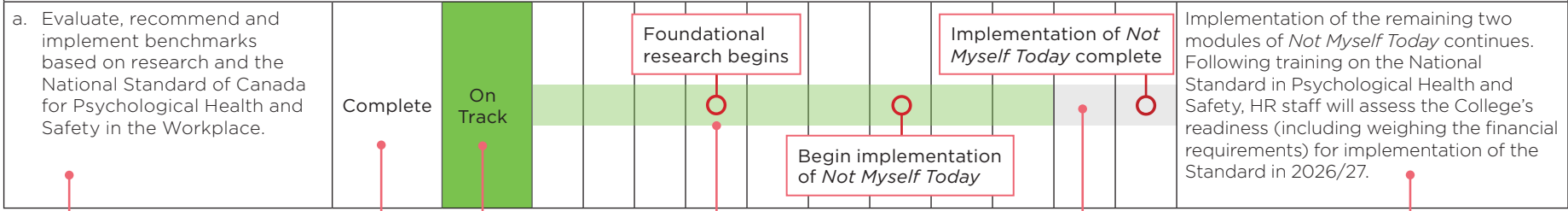
9. We will serve the social and economic development needs of the people and region.

How the Dashboard Works

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	

PEOPLE

1.1 HEALTHY AND PRODUCTIVE WORKPLACES



YEAR 5 GOAL
Combines the action of each of the plan's Year 5 targets with its measurable, providing a cohesive goal statement for ease of review

STATUS
Provides a consistent, glanceable summary of the current status

MILESTONE
Highlights past, upcoming and/or scheduled achievements

TIMELINE BAR
Represents the five years of the plan, subdivided into reporting periods within each plan year, as defined in the reporting schedule below (grey shading indicates when data available)

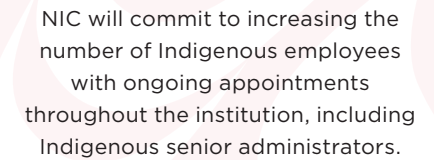
COMMENTS
Information, as needed, to support/clarify milestones on the timeline

TARGET
The Year 5 target – listed as either the item's defined benchmark or default as complete

LEGEND		Complete	On Track	Behind	No data yet	Not started
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BUILD 2026 REPORTING

PLAN YEAR	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 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



We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

Positive workplaces are cultivated. Care for our employees' physical and psychological health leads to greater satisfaction, commitment and productivity. A healthy workplace promotes healthy lifestyles, safe physical environments, diverse and culturally safe and supportive work cultures and strong mental health for employees, and ultimately, the students we serve. We will instill health and wellness more intentionally into college structures and operations.

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	
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												Implementation of the remaining two modules of <i>Not Myself Today</i> continues. Following training on the National Standard in Psychological Health and Safety, HR staff will assess the College's readiness (including weighing the financial requirements) for implementation of the Standard in 2026/27.
						Foundational research begins				Implementation of <i>Not Myself Today</i> complete				
								Begin implementation of <i>Not Myself Today</i>						

1.2 PEOPLE DEVELOPMENT

NIC's people are our pillars of strength and our competitive advantage. Professional, dedicated and caring employees are at the heart of our student experience. **Excellent people, working together with support and development, will realize our vision and achieve our strategic goals.**

Outcome: Thriving, inspired and productive employees

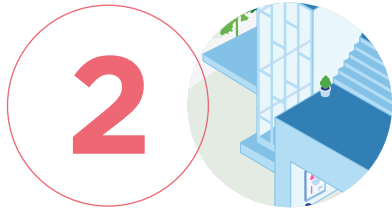
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.2 PEOPLE DEVELOPMENT														
a. Implement People Plan to develop thriving, inspired and productive employees.	Complete	Complete												<i>Thriving Together Year 2 Dashboard</i> with priorities for Year 3 will be published and shared on the People Plan page of the Engage Site in Fall 2025.
<div> <div>Draft strategy complete</div> <div>People Plan launched</div> <div>Thriving Together Dashboard Year 1</div> <div>Thriving Together Dashboard Year 2</div> </div>														

1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

All NIC employees are valued. The ability to share perspectives with colleagues across college campuses, groups and department areas creates a culture of collaboration that shares knowledge and makes NIC a more positive, engaging place to work. **We will empower people to collaborate, inspire and support each other.**

Outcome: A culture of collaboration supported by peer networks

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	
PEOPLE														
1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION														
a. Develop and implement an internal communications strategy.	Complete	Complete												Revised plan to be completed and shared with Leadership Team and the NIC community in Fall 2025.
<div> <div>Strategy consultation complete</div> <div>Draft strategy complete</div> <div>Begin implementation</div> <div>Revision in development</div> </div>														



Foundation

The quality of NIC's teaching and learning experiences, its financial health, information technology framework and its campuses and centres are the foundation for the delivery of NIC's education and training programs. They provide the basis necessary to achieve our vision, mission and mandate. Properly laid, the foundation also withstands the unavoidable pressures on today's operating environment. **We will strengthen our core operations to make NIC more resilient and agile.**

2.1 TEACHING AND LEARNING

Exceptional teaching and learning experiences are key to each student's academic success. While the educational landscape continues to change, we will support students' learning needs and experiences by encouraging excellence and learning within faculty groups. **We will systematically support and enhance the quality of instruction at NIC through the development of a comprehensive teaching and learning strategy.**

Outcome: Teaching excellence

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														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	On Track				96%		93%		93%		97%		
b. Implement a student-learning-experience survey.	Complete	Complete				Survey complete		Implementation in TT programs						Implementation of the survey continues institution-wide.
								Implementation in HHS and ASM		Implementation institution-wide				

2.3 INFORMATION TECHNOLOGY

NIC's need for a more robust and effective Information Technology (IT) framework was reinforced throughout the pandemic. A solid network, resilient hardware and an integrated suite of applications and services for students and employees require additional investment to meet 21st-century learning needs. **We will actively and intentionally leverage our IT capacity through planning and investment.**

Outcome: Resilient, stable and secure IT services with predictable costs

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														
2.3 INFORMATION TECHNOLOGY														
a. Implement IT Service Management (ITSM) model*.	Complete	Complete				TeamDynamix (ITSM) complete								
b. Improve NIC’s cybersecurity risk-mitigation and response capabilities.	NIST CSF Score ≥ 2.9	On Track				2022 Score 1.9		2023 Score 2.3		2024 Score 2.7				

* IT Service Management Model (ITSM) 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.

2.4 INTEGRATED ENROLMENT

Integrated enrolment planning is a collaborative, college-wide process to ensure NIC offers, administers and promotes a forward-thinking and relevant mix of program types and student spaces in the region and beyond. Important planning considerations include government priorities, labour market needs and, most importantly, student demand. **We will adjust our offerings through data-driven, program-specific, regionally responsive, collaborative enrolment planning and review that responds to student demand and guides our resourcing.**

Outcome: Optimum college-wide domestic and international enrolment

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														
2.4 INTEGRATED ENROLMENT														
a. Define optimum enrolment for NIC.	Complete	Complete												
b. Implement enrolment targets for all programs.	Complete	Complete												
c. Develop and implement an integrated, strategic enrolment-management planning process.	Complete	On Track												

2.5 CAMPUSES AND CENTRES

Since 1975, NIC's facilities have changed with the region's needs. Once a collection of 24 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Micalakwila (Port Hardy) and the Ucluelet centre. In 2019, we opened the temporary St. Joe's location of the Comox Valley campus to meet burgeoning program needs. **We will review the capacity of our teaching locations, re-imagine our places, spaces and programming and support the development of living-learning communities* through student housing.**

Outcome: Thriving, inspired and integrated campuses and centres

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															
2.5 CAMPUSES AND CENTRES															
a. Develop Campus Master Planning concepts and share with communities.	Complete	On Track	<div><div>Mixelakwila complete</div><div>Port Alberni complete</div><div>Campbell River complete</div><div>Comox Valley complete</div></div>												
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus.	Complete	On Track	<div><div>Tree removal/ site clearance</div><div>Construction begins</div><div>Housing opens</div><div>Operational development begins</div></div>												
c. Develop a business case for an NIC Housing Commons at the Campbell River campus.	Complete	Complete	<div><div>Begin developing business case</div><div>Business case to Ministry</div><div>Business case complete</div></div>												

* Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports.

2.6 RISK MANAGEMENT

Risk is inherent in many aspects of post-secondary operations, and as we cannot eliminate all risk, a coordinated approach to risk management is critical to help us think through what might happen as we position ourselves to harness the present and embrace the future. **We will manage risk effectively in order to protect and enhance the value that NIC delivers to the community.**

Outcome: Informed decision-making and a proactive risk-management culture

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														
2.6 RISK MANAGEMENT														
a. Develop and implement a college-wide risk-management program.	Complete	Complete												
						Framework development		Risk Appetite statement						
						ERM policy revision		Framework implemented						



Frame

From the moment students enter the college, our services support their learning experiences. With “we are NICe” setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported.

We will embed caring learning services that support students in their studies.

NIC will establish Indigenous-centred holistic learning environments for learner success.

3.1 STUDENT WELL-BEING

Health and wellness begins with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity. **We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.**

Outcome: Increased student-well-being

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	
FRAME														
3.1 STUDENT WELL-BEING														
a. Develop and implement a Student Mental Health and Well-Being plan.	Complete	Complete												The CARE ² Plan Year 4 Dashboard will be published and shared on The CARE² Plan page of the Engage Site in Fall 2025.

3.2 STUDENT SUPPORT AND PERSISTENCE

NIC students are never alone on their educational path. While each student's situation is unique, financial stress, lack of childcare, the wrong learning path, under-developed study skills, learning struggles, interpersonal conflict and feeling a lack of belonging can all factor into their ability to reach their educational goals. **We will seamlessly integrate in-class and out-of-class experiences to support students in completing their studies.**

Outcome: Retain students with proactive support strategies

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		
FRAME															
3.2 STUDENT SUPPORT AND PERSISTENCE															
a. Increase first-year student retention (Fall to Fall) above 47%.	> 47%	On Track	<div><div>52% retention</div><div>58% retention</div><div>Next data available</div><div>57% retention</div><div>63% retention</div></div>												
b. Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students.	≥ \$500K	On Track	<div><div>> \$540K</div><div>> \$567K</div><div>> \$635K</div><div>> \$1M</div></div>												The efforts of the NIC Foundation have resulted in a substantial increase in the number and value of its awards, resulting in over a million dollars in awards delivered to students this year.
c. Increase # of childcare spaces above 94.	>94	On Track	<div><div>Inventory of seats complete</div><div>Explore expansion opportunities</div><div>New CV spaces complete</div></div>												Building completion is now targeted for January 2026, with Beaufort Child Care Centre planning to license the facility in spring and open it in Fall 2026.



Doorways

Learning is a journey towards self-discovery, personal growth and socioeconomic prosperity. At NIC, our passionate commitment to life-long learning ensures we provide relevant and accessible learning opportunities for all. For many students, access also means valuing their life experiences and being able to choose what, how and when they progress through their studies. **We will increase the many ways students can access education and training at NIC.**

4.1 PROGRAM ENTRY

At NIC we recognize that learning happens in a variety of ways, both inside and outside traditional classrooms. We will enable more students to achieve their goals through NIC. **We will review programs to ensure they support students with multiple access points and provide pathways to learning for under-represented students.**

Outcome: Wider access to courses and programs

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%		60%		54%		51%		

* Full-time Equivalent (FTE) is the metric used to measure enrolment across BC public post-secondary institutions. Full-time students count as one FTE while students taking part-time course loads count as less than one FTE.

** 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.

4.2 LEARNING AND SERVICES

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments.

We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery

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														
4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	On Track				28%	28%	36%	31%					
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	On Track				44%	33%	27%	25%					
c. Develop and implement fully operational digital service strategy.	Complete	Complete				Strategy complete		Three-year rolling action plan						Principles of the plan are in place for reviewing new technologies.
						Strategy implementation								

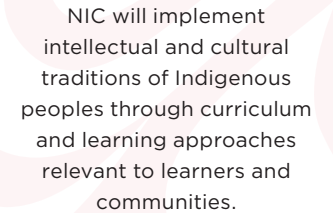
4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry and educational institutions. We welcome students from educational institutions on Vancouver Island, across BC and around the world. We are a gateway for learning.

We will connect students to learning opportunities close to home and across BC.

Outcome: Seamless transitions to and from NIC

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														
4.3 PATHWAYS TO LEARNING														
a. Maintain dual-credit enrolment above 170.	> 170	On Track				253 enrolments			184 enrolments					
							275 enrolments			246 enrolments				
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	On Track				75 partnership agreements			64 partnership agreements					
							77 partnership agreements			65 partnership agreements				



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

Serving the distinct 35 First Nations of the Nuw-chah-nulth, Kwakwaka'wakw and Coast Salish traditions has strengthened NIC's programming, spaces and services. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. **We will work collaboratively with Indigenous communities to develop and deliver unique programming that incorporates Indigenous knowledge, language and culture.**

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.	≥ 14%	On Track													
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	≥ 90%	On Track													

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5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies.

We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs

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	576	593	759	766	684		
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	On Track				24		26		26		22		

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and supports NIC's sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. COVID-19 is affecting student mobility worldwide, with many students beginning their studies in their home countries. We value international students' many contributions to the communities we serve and look forward to connecting international and Indigenous students with communities through learning.

Outcome: Revitalize and diversify international engagement at NIC

Board of Governors Regular Agenda Package

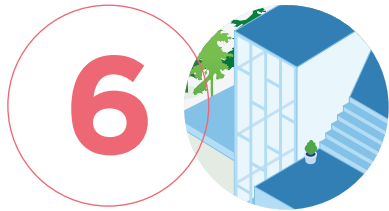
LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

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NIC's courses and programs must continuously evolve to continue to be responsive to the changing needs of students, communities, businesses and industries across the region. In a world where there are growing questions about the value and relevancy of post-secondary education, we strive to be the touchpoint for the region's students. **NIC will continue to deliver high-quality, relevant and responsive programming.**

[illegible]

** An external review process, required by all public post-secondary institutions, Government of BC website: bit.ly/BCQAPA



Windows



NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, approximately 90% of students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies.* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. **We will raise awareness about the quality and diversity of learning at NIC.**

6.1 BRAND AND IDENTITY

NIC operates in an increasingly crowded post-secondary marketplace, occupied by public and private post-secondary institutions and non-traditional digital providers. **We will build on history and culture to establish our distinct place in an increasingly competitive post-secondary landscape.**

Outcome: Clearly describe who we are, what we do and for whom we do it

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	
WINDOWS														
6.1 BRAND AND IDENTITY														
a. Establish brand with better overall role and scope of the College.	Complete	Complete				Internal/external audits complete		Tactical plan operative		Brand architecture finalized				
						Consultant recommendations received				Refreshed brand rollout				Refreshed brand rollout complete
										Brand strategy complete				

* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

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

Engaging marketing, relevant recruitment and supportive advising will enable more students to meet their goals. NIC's digital presence must be responsive to a rapidly changing online landscape to effectively empower student recruitment, retention and engagement. **We will integrate marketing, recruitment and advising strategies to better serve students.**

[illegible]




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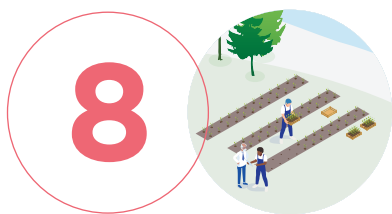
LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

Everybody has the right to see themselves respectfully represented in the NIC community and its places. This is a core value, central to our mission and integral to students and employees alike. **We will meaningfully foster diversity, equity and inclusion by creating safe learning and workplaces and eliminating the inequities in NIC classrooms, systems and structures.**

[illegible]

Transparent decision-making builds a culture of trust and respect. **We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals and obtain results.**

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														
7.3 TRANSPARENCY AND ACCOUNTABILITY														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete												Being revised as needed.
			New administrative structure											
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete												NISU and NIC continue to collaborate and review efficiencies on how to best support each other, particularly with the expansion of NISU's food services.
						New MOU with NISU				NISU Eats in CV & PA Campuses				



Environment

The places where we live, learn, work and play matter. The incredibly biodiverse coastal mountains, ocean and forests which form the landscape we live on are key to our identities, inspire us and support the health and economies of people. **We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.**

8.1 CLIMATE AND SUSTAINABILITY

As a forward-focused organization that improves people's futures through education and training, NIC is grateful to support people in the region in their environmental efforts. This includes the most vulnerable members of society, who disproportionately experience the impacts of climate change. **We will combat climate change through education, research and operations.**

Outcome: Climate change education and research

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												NIC's greenhouse gas emissions in 2024 were 1,084 tonnes, down from 1,107 tonnes in 2017.



Communities



NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Communities come together through NIC. We anchor the region's communities through education, training, knowledge and innovation. We work with people, industry, Indigenous and not-for-profit organizations to enrich learning. The mutually beneficial exchange of knowledge and resources leads to healthy and thriving people and communities. It also leads to a healthy college. **We will serve the social and economic development needs of the people and region.**

9.1 SERVING THE PEOPLE OF THE REGION

Each of the communities in the region we serve is unique in their cultures, economies and access to digital technology and infrastructure. Before the pandemic, fewer people across the region were prepared for further education than the provincial average; and the pandemic may have created new obstacles on their educational path. We believe all students and communities should have access to education. **We will serve all communities, including those with barriers to participation in education and the economy.**

Outcome: Higher enrolment from within the region

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														
9.1 SERVING THE PEOPLE OF THE REGION														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	On Track			353		374		287		380			

NIC is a meeting place where communities come together and work to enrich the region's health and sustainability through education. This is possible only if we are in conversation with those around us, if we are open to hearing a diverse range of voices and if we are committed to work in concert to tackle the issues in front of us. **We will support the people and communities we serve through active collaboration and engagement.**

[illegible]

NIC is a publicly funded college established by the provincial government to serve the people and communities of the region. In doing so, we support the region's health and sustainability. **We will intentionally use human, financial and physical resources to promote social and economic development.**

[illegible]



EDUCATION AND TRAINING BUILT FOR YOU

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BOARD OF GOVERNORS – ACTION SHEET

June 19, 2025

Agenda #: 4.1.2

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

Agenda Item: Strategic Planning Process Framework & Timeline

Action Required: Approval

**Draft Motion/
Recommendation:** THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE STRATEGIC PLANNING PROCESS FRAMEWORK AND TIMELINE.

Background/History/Executive summary:

As we are preparing to enter the final year of BUILD 2026 and Working Together, the Leadership Team has started planning for the development of a new strategic plan throughout the next year.

The attached strategic planning process framework and timeline documents outline the key activities, engagement, outputs, and milestones for the strategic planning process.

Attachments:

Strategic Planning Process Framework
Strategic Planning Process Timeline

Action:

For Board of Governors review and approval.

Strategic Planning Process Framework

Introduction

NIC's co-strategic plans, BUILD 2026 and Working Together, reinforced by a growing number of integrated and supporting plans, set out the College's mission, vision, values, priorities and goals that have been the focus of NIC's efforts for the past four years.

BUILD 2026

BUILD 2026 was approved by the Board of Governors in May 2021. Originally created during COVID-19, this plan was designed to be responsive and has been adjusted annually to meet students' and communities' ever-changing needs. It was developed through a collaborative process led by a college-wide committee comprised of employees, students and community members, and more than 1,500 community members shared their educational priorities during strategic planning consultations.

Working Together

The first Indigenization Plan in NIC history, Working Together outlines college-wide responsibilities toward Indigenization, reconciliation and decolonization and was launched in collaboration with NIC's Indigenous Education Council on National Indigenous Day on June 21, 2021. Engagement sessions were attended by over 150 participants from Indigenous communities, the Indigenous Education Council, NIC Elders in Residence, students, staff, faculty, administration, and leadership.

What is Strategic Planning?

Strategic planning is the process where an organization works together to articulate a common vision, values, priorities, and goals based on collective experience, shared aspirations and an understanding of current and evolving internal and external contexts (Falkenberg & Cannon, 2021).

Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful.

Strategic Planning at NIC

NIC's strategic plan provides guidance for institutional decisions, both long-term and day-to-day, and makes sure that decisions and operations:

1. Align with the college's mission, vision, and values
2. Comply with mandates and regulations of government, accrediting bodies, etc.
3. Keep the college operationally and fiscally sustainable, now and in the future.

As we are preparing to enter the final year of the current strategic plans, the Leadership Team has started planning and developing the proposed framework for the development of a new strategic plan throughout the next year.

Strategic Planning Branding - NIC50+5



Where possible, strategic planning activities will be aligned with other college events and activities to maximize engagement, value and efficiency. NIC was formally established in 1975, and the college is celebrating its 50th anniversary this year. The strategic planning process branding of NIC50+5 symbolizes looking ahead to the next five years.

Planning, Research and Data Analysis

Key Issues and Trends – Environmental Scan

An Environmental Scan is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the college.

The environmental scan created in 2019 to support the development of BUILD 2026 is posted on the NIC website under Institutional Reporting - [Environmental Scan 2019](#)

NIC will prepare a new Environmental Scan to support the strategic planning process.

Internal Review

Sessions will be held to gather key insights and lessons learned from the previous strategic planning cycle to support future strategic thinking and planning sessions.

Existing plans will be evaluated to ensure that new strategies are aligned, consistent, and informed by past and current efforts.

Reviewing existing plans helps identify:

- Areas that need strategic direction
- Overlapping efforts or conflicting priorities
- Successful strategies that could be continued, scaled or replicated
- Shifts in context or assumptions that may require plan updates
- Potential risks that could impact the ability to meet strategic goals

Examples of recent strategic initiatives that will inform the strategic plan development include NIC's Strategic Enrollment Management (SEM) framework and NIC's Brand Strategy.

Strategic Planning Committee

A new committee will be established by the President to oversee and coordinate the development of the draft plan, for approval by the Board of Governors. Terms of Reference for the committee will be developed by the Leadership Team and the planning committee will establish subcommittees and working groups as needed.

The committee composition will be broadly representative including students, faculty, staff, administrators, Board members, Education Council members, Indigenous Education Council members, and community members to ensure diverse perspectives, roles and campus participation.

Committee meetings will be open to all employees, students and Board members.

Strategic Planning Principles

The strategic planning process will follow the guiding principles of community engagement from [NIC's Community Engagement Strategy](#): which ensure clarity and transparency in how we define, design, implement and conclude public engagement in our community planning processes.



Plan Format

Following feedback received from the Indigenous Education Council, one strategic plan will be developed to include accountability to Indigenization, reconciliation and decolonization.

Key Engagement

Input and feedback from the following key groups is essential during the strategic plan development and implementation:

Students	Board of Governors
Indigenous students	Education Council
Faculty	Indigenous Education Council
Staff	First Nations and Indigenous communities
Administration	Government(s)
Alumni	Employers/industry partners
Donors	Community and local organizations
Research and academic partners	

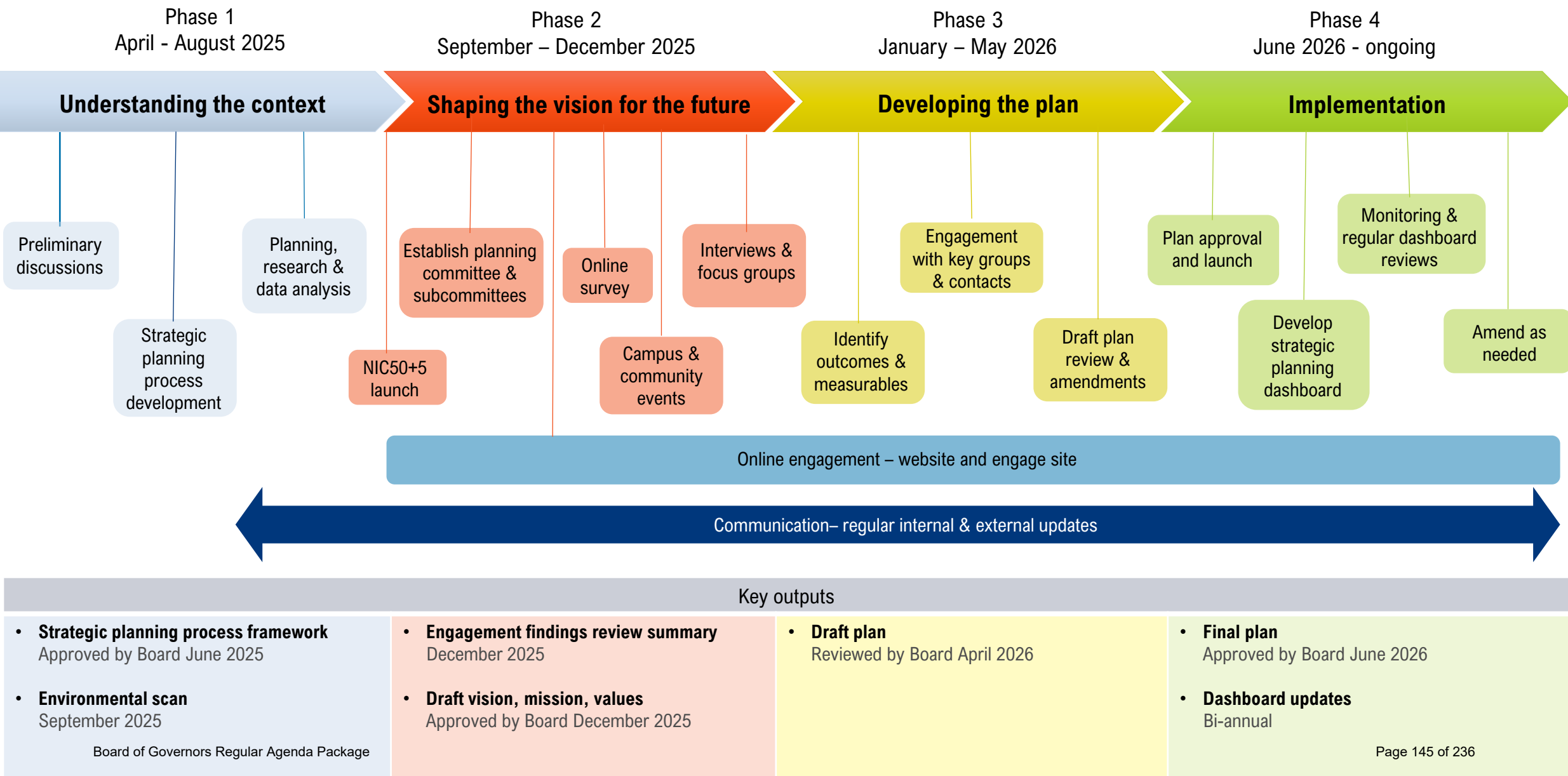
Engagement targets will be set based on data available from previous engagement.

Engagement & Communication Methods

Throughout the planning process, communications will be consistent, relevant and timely, and informative and accessible.

NIC website	Central information hub
Email updates	Regular updates to college community
Dedicated email address	Streamline communication & feedback
Strategic planning microsite	Dedicated space for planning documents & updates
College Conversations	Updates & discussion, open Q&A
Campus events	Engagement with the college community
Division / Department meetings	Targeted engagement with employees
Employee coffee chats	Targeted engagement with employees
Student events	Targeted engagement with students
Community lunches	Targeted engagement with community & industry partners
Strategic planning sessions	Targeted engagement with Board of Governors, Education Council & Indigenous Education Council
Interviews & focus groups	Targeted engagement including government(s), First Nations and Indigenous communities, faculty, staff & students
Social media	Broad outreach and engagement
Campus signage/posters	On-campus awareness
Surveys (online)	Collect feedback
Press releases	External awareness and transparency

Strategic Planning Process Timeline





BOARD OF GOVERNORS – ACTION SHEET

June 19, 2025

Agenda #: 4.2.1

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

Agenda Item:	Fiscal 2024/25 Audited Financial Statements
Action Required:	For approval
Draft Motion/ Recommendation:	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES NIC'S FISCAL 2024/25 AUDITED FINANCIAL STATEMENTS.

Background/History/Executive summary:

Each year the Finance team prepares NIC's financial statements in accordance with the basis of accounting described in Note 2 of the attached statements. Post-secondary institutions (PSIs) in BC follow Public Sector Accounting Board (PSAB) standards but with modifications made by Treasury Board and described in Note 2. The results are audited, and the audit report is reviewed by the Finance & Audit Committee and is attached as an information item.

NIC planned for a balanced budget at the outset of fiscal 24-25, but events during the fiscal year indicated that a deficit was a possibility. Provincial government legislation requires that PSIs return balanced results, but deficit approval can be sought in the 2nd Quarter. With the federal government making swift and concurrent changes that impacted the number of international students studying in Canada, NIC felt that a deficit could be a possibility and applied and received deficit approval of \$600,000.

NIC's draft financial statements show a deficit of \$552,240, within the approval limit set by the Province. Following is an analysis of the items that impacted NIC's financial results in a material way, leading to the deficit.

REVENUE

Revenues for fiscal 24/25 were mainly in line with budget. While the College is projecting a significant reduction in International student tuition in fiscal 25/26, in 24/25 it was only \$273,248 under budget. This was offset by domestic tuition being \$271,842 over budget, while Continuing Education tuition also exceeded budget by \$97,628.

The only area where revenues significantly exceeded budget was Investment income and specifically realized (market) gains on the Investment portfolio. The table below shows realized gains over a 5-year period.

Realized Gains on Investment

5-Year Summary

FY 24-25	FY 23-24	FY 22-23	FY 21-22	FY 20-21
1,794,712	420,968	(7,647)	1,010,856	149,099

As the chart indicates, in fiscal 24-25 NIC's investment portfolio had realized (market) gains that were much higher than any year in the past 5 years. Part of this was as a result of NIC triggering these gains when we withdrew \$4 million as approved by the Board on December 5, 2024. The withdrawal of funds mainly related to NIC's contribution towards major capital projects, but the timing of the withdrawals from the portfolio turned out well.

At March 31, 2025 the investment portfolio sits at \$16.48 million. A withdrawal of approximately \$1 million may be necessary in the final stages of construction for the Comox Valley student housing project, but after that the portfolio will likely be able to build up and increase returns as NIC works to achieve future capital projects that will need capital infusions.

EXPENSES

Fiscal 24-25 included several items that weren't part of the original budget. While this isn't unusual, it was the significant size of some of these items that led to the deficit.

In fiscal 24-25 NIC announced an early retirement incentive program as a way to reduce costs in fiscal 25-26 when revenues will drop significantly. The one-time costs associated with the program were booked in fiscal 24-25 as this is when the applications were received and the decisions on which application to approve were made. The costs were \$407,225.

NIC pays for many of the employee benefits that are part of the remuneration package for employees. The College has seen a rise in these costs since the end of the pandemic, and in fiscal 24-25 these costs exceeded budget by \$695,192. In fiscal 25-26 we have increased this budget in recognition of these increasing costs.

The Campbell River student housing business case costs were expensed in 2024-25. With the project no longer moving forward towards Treasury Board approval at the present time, the costs of \$301,778 were expensed.

Janitorial costs have increased by 22% since 2021 and have become a \$329,695 pressure on the budget. Part of this is due to the multiple sites being serviced, and part of it is increased costs resulting from unionization of the workforce servicing NIC sites. Security costs are posing a similar challenge and are now a \$140,098 pressure on the College budget.

Utility costs at NIC continue to be a cost pressure, and in 2024/25 the costs of Heating, Cooling, Water, Waste Management and Recycling exceeded budget by \$307,320. NIC upgrades to HVAC units such as the recent upgrade to the cooling system at the Campbell River campus can limit the cost increases, but this is a pressure item that is challenging to address. Provincial funding is not increases to recognize these kinds of inflationary pressures.

NIC will work on addressing these cost pressures over a longer term time horizon. Replacing inefficient leased spaces in older buildings with new built and efficient spaces would reduce this cost pressure. The College will begin this process by consolidating spaces where possible and reducing the need to teach classes in the Village portables, for example.

Policy analysis/strategic priority:

NIC's financial results are an important element in BUILD 2026. The deficit result is not what was planned for at the beginning of the fiscal year, but it is within the deficit approval limit of \$600,000 approved by the Ministry.

Attachments:

1. NIC's 2024/25 draft audited financial statements.

Action: For Decision

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES NIC'S FISCAL 2024/25 AUDITED FINANCIAL STATEMENTS.

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the year ended March 31, 2025**

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North Island College
Index to the Financial Statements
For the year ended March 31, 2025

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STATEMENT OF MANAGEMENT RESPONSIBILITY

INDEPENDENT AUDITOR'S REPORT

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INDEPENDENT AUDITOR'S REPORT

*To the Board of Governors of North Island College, and
To the Minister of Post-Secondary Education and Future Skills, Province of British Columbia*

Opinion

We have audited the financial statements of North Island College (the Entity), which comprise:

- the statement of financial position as at March 31, 2025
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of remeasurement gains and losses for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the “financial statements”).

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2025 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the “**Auditor's Responsibilities for the Audit of the Financial Statements**” section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

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

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada

DATE

North Island College
Statement of Financial Position
As at March 31, 2025 with comparative information for 2024

	Note	2025	2024
Financial assets			
Cash and cash equivalents		\$ 5,027,367	\$ 5,007,331
Accounts receivable		819,506	1,673,457
Due from government organizations	3	1,909,151	4,035,014
Inventories held for resale		377,193	412,039
Portfolio investments	4	<u>16,483,829</u>	<u>19,364,528</u>
		24,617,046	30,492,369
Liabilities			
Accounts payable and accrued liabilities	5	12,609,841	15,503,619
Due to government organizations	3	759,987	962,661
Employee future benefits	6	1,013,500	487,447
Deferred revenue		2,823,499	2,929,197
Deferred contributions	7	13,485,075	13,811,297
Deferred capital contributions	8	<u>95,999,577</u>	<u>54,515,212</u>
		126,691,479	88,209,433
Net debt		(102,074,433)	(57,717,064)
Non-financial assets			
Tangible capital assets	9	107,103,947	63,376,076
Prepaid expenses		<u>327,690</u>	<u>398,658</u>
		107,431,637	63,774,734
Accumulated surplus		<u>\$ 5,357,204</u>	<u>\$ 6,057,670</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 4,268,628	\$ 4,820,868
Accumulated remeasurement gains		<u>1,088,576</u>	<u>1,236,802</u>
		<u>\$ 5,357,204</u>	<u>\$ 6,057,670</u>
Commitments and contingencies (notes 11 & 12)			
Contractual rights (note 14)			
See accompanying notes to the financial statements			

Approved on behalf of the Board of Governors

Patricia Trasolini,
Chair of the Board of Governors

Colin Fowler,
Vice President, Finance and College
Services

North Island College
Statement of Operations and Accumulated Surplus
For the year ended March 31, 2025 with comparative information for 2024

	Note	Budget 2025 Note 2(k)	2025	2024
Revenue				
Province of British Columbia		\$ 42,114,313	\$ 42,323,981	\$ 39,711,894
Government of Canada grants		1,443,642	888,230	813,842
Tuition and student fees		15,777,923	15,874,145	14,982,894
Contract services		1,891,287	1,934,537	3,624,418
Sales of goods and services		1,056,000	1,054,053	1,089,331
Investment income		757,889	2,534,076	1,425,014
Other income		1,014,568	1,969,873	1,535,500
Revenue recognized from deferred capital contributions	8	<u>3,577,428</u>	<u>3,134,848</u>	<u>4,240,956</u>
		67,633,050	69,713,743	67,423,849
Expenses (Schedule 1)				
Instructional and non-sponsored research		63,374,365	64,842,680	63,200,703
Ancillary services		1,244,050	1,507,215	1,278,110
Sponsored research		1,501,835	1,060,999	1,102,182
Special purpose		<u>1,512,800</u>	<u>2,855,089</u>	<u>1,764,317</u>
		67,633,050	70,265,983	67,345,312
Surplus (deficit) for the year		-	(552,240)	78,537
Accumulated surplus, beginning of year		<u>4,820,868</u>	<u>4,820,868</u>	<u>4,742,331</u>
Accumulated surplus, end of year		<u>\$ 4,820,868</u>	<u>\$ 4,268,628</u>	<u>\$ 4,820,868</u>

See accompanying notes to the financial statements

North Island College
Statement of Changes in Net Debt
For the year ended March 31, 2025 with comparative information for 2024

	Budget 2025 Note 2(k)	2025	2024
Surplus (deficit) for the year	\$ -	\$ (552,240)	\$ 78,537
Acquisition of tangible capital assets	-	(47,676,901)	(18,584,265)
Net transfer to/from assets held for resale	-	-	-
Amortization of tangible capital assets	4,090,497	3,949,030	4,952,234
Loss on sale of tangible capital assets	-	-	263,661
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>97,664</u>
	4,090,497	(43,727,871)	(13,270,706)
Acquisition of prepaid expenses	-	(308,930)	(381,459)
Use of prepaid expenses	<u>-</u>	<u>379,898</u>	<u>183,034</u>
	-	70,968	(198,425)
Net remeasurement gains (losses)	<u>-</u>	<u>(148,226)</u>	<u>966,324</u>
Change in net debt	4,090,497	(44,357,369)	(12,424,270)
Net debt, beginning of year	<u>(57,717,064)</u>	<u>(57,717,064)</u>	<u>(45,292,794)</u>
Net debt, end of year	<u>\$ (53,626,567)</u>	<u>\$ (102,074,433)</u>	<u>\$ (57,717,064)</u>

See accompanying notes to the financial statements

North Island College
Statement of Remeasurement Gains and Losses
For the year ended March 31, 2025 with comparative information for 2024

	2025	2024
Accumulated remeasurement gains, beginning of year	\$ 1,236,802	\$ 270,478
Unrealized gains attributed to:		
Portfolio investments	1,646,486	1,387,292
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(1,794,712)</u>	<u>(420,968)</u>
Net remeasurement gains (losses) for the year	<u>(148,226)</u>	<u>966,324</u>
Accumulated remeasurement gains, end of year	<u>\$ 1,088,576</u>	<u>\$ 1,236,802</u>

See accompanying notes to the financial statements

North Island College
Statement of Cash Flows
For the year ended March 31, 2025 with comparative information for 2024

	2025	2024
Cash provided by (used in):		
Operations		
Surplus (deficit) for the year	\$ (552,240)	\$ 78,537
Items not involving cash:		
Amortization of tangible capital assets	3,949,030	4,952,234
Revenue recognized from deferred capital contributions	(3,134,848)	(4,240,956)
Change in employee future benefits	526,053	13,842
Loss on sale of tangible capital assets	-	263,661
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	853,951	(912,204)
Decrease (increase) in due from government organizations	2,125,863	(1,524,096)
Decrease (increase) in prepaid expenses	70,968	(198,425)
Decrease in inventories held for resale	34,846	58,078
Increase (decrease) in accounts payable and accrued liabilities	(2,893,778)	2,533,084
Increase (decrease) in due to government organizations	(202,674)	288,074
Increase (decrease) in deferred revenue	(105,698)	30,808
Decrease in deferred contributions	<u>(326,222)</u>	<u>(284,861)</u>
Net change in cash from operating activities	345,251	1,057,776
Capital activities		
Cash used to acquire tangible capital assets	(47,676,901)	(18,584,265)
Increase in deferred capital contributions	44,619,213	16,298,014
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>97,664</u>
Net change in cash from capital activities	(3,057,688)	(2,188,587)
Investing activities		
Decrease (increase) in portfolio investments	<u>2,732,473</u>	<u>(929,175)</u>
Net change in cash from investing activities	2,732,473	(929,175)
Net change in cash and cash equivalents	20,036	(2,059,986)
Cash and cash equivalents, beginning of year	<u>5,007,331</u>	<u>7,067,317</u>
Cash and cash equivalents, end of year	<u>\$ 5,027,367</u>	<u>\$ 5,007,331</u>

See accompanying notes to the financial statements

North Island College

Notes to the Financial Statements

Year ended March 31, 2025

1 Authority and purpose

North Island College operates under the authority of the College and Institute Act of British Columbia. The College is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

2 Summary of significant accounting policies

The financial statements of the College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the College are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to accounting standards for not for profit organizations.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

2 Summary of significant accounting policies (continued)

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which require that government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: all portfolio investments are quoted in an active market and therefore reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statements of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: financial assets and liabilities are recorded at cost or amortized cost. Gains and losses are recognized in the Statements of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of financial assets are included in the cost of the related instrument.

(d) Inventories held for resale

Inventories held for resale, including books and merchandise for sale in campus bookstores are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

2 Summary of significant accounting policies (continued)

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. The College prorates amortization on a monthly basis in the year of acquisition. Land is not amortized as it is deemed to have a permanent value.

Buildings and site improvements	
Concrete and steel buildings	10-40 years
Wood-framed buildings	10-20 years
Site improvements	10 years
Furniture and equipment	
Library books	10 years
Furniture, equipment, and vehicles	5 years
Computer servers	3-5 years
Computer equipment	3-5 years
Leasehold improvements	Remaining term of the lease

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

2 Summary of significant accounting policies (continued)

(f) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as a defined contribution plans and any contributions of the College to the plans are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

Tuition and student fees, contract services and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

2 Summary of significant accounting policies (continued)

(h) Use of estimates

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(i) Assets held for sale

Long-lived assets are classified by the College as an asset held for sale at the point in time when the asset is in a condition to be sold and is publicly seen to be for sale, management has committed to selling the asset and has a plan in place, there is an active market, and is reasonably anticipated that the sale will be completed within a one-year period.

(j) Foreign currency translation

The College's functional currency is the Canadian dollar. There are no significant foreign currency transactions.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2024-2025 Budget approved by the Board of Governors of North Island College on April 18, 2024.

Budget figures are presented only for information purposes.

(l) Asset retirement obligations

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The College has not identified any retirement obligations associated with its tangible capital assets.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

3 Due from and to government organizations

Due from:	2025	2024
Federal government	\$ 1,736,157	\$ 567
Provincial government	80,830	3,539,312
Other government organizations	<u>92,164</u>	<u>495,135</u>
	<u>\$ 1,909,151</u>	<u>\$ 4,035,014</u>
Due to:	2025	2024
Federal government	\$ 524,186	\$ 476,978
Provincial government	233,575	452,797
Other government organizations	<u>2,226</u>	<u>32,886</u>
	<u>\$ 759,987</u>	<u>\$ 962,661</u>

4 Portfolio investments

Portfolio investments are recorded at fair value and are comprised of the following:

	2025	2024
Fixed income	\$ 885,771	\$ 1,211,184
Pooled bond funds	8,482,403	9,029,084
Pooled equity funds	<u>7,115,655</u>	<u>9,124,260</u>
	<u>\$ 16,483,829</u>	<u>\$ 19,364,528</u>

5 Accounts payable and accrued liabilities

	2025	2024
Trade payables	\$ 4,912,598	\$ 3,424,999
Salaries and benefits payable	813,253	2,404,520
Accrued leaves payable	4,184,368	4,282,528
Other payables and accrued liabilities	<u>2,699,622</u>	<u>5,391,572</u>
	<u>\$ 12,609,841</u>	<u>\$ 15,503,619</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

6 Employee future benefits

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trusted pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2024, the College Pension Plan has about 18,000 active members, and approximately 11,200 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

The College paid \$3,495,400 for employer contributions to the plans in fiscal 2025 (2024: \$3,324,398).

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

6 Employee future benefits (continued)

(b) Other benefits:

	2025	2024
Severance	\$ 928,500	\$ 402,447
Accumulated sick leave benefit	<u>85,000</u>	<u>85,000</u>
	<u>\$ 1,013,500</u>	<u>\$ 487,447</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary. During 2024/25, the College undertook workforce adjustments which resulted in an increase of severance liability of \$531,084.

(ii) Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College, as they render services they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

7 Deferred contributions

Deferred contributions are comprised of funds for restricted uses including special programs, facilities and research. Changes in the deferred contribution balances are as follows:

		2025	
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 9,850,153	\$ 13,811,297
Contributions received	-	13,238,865	13,238,865
Transfers		(373,000)	(373,000)
Revenue recognized	<u>-</u>	<u>(13,192,087)</u>	<u>(13,192,087)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 9,523,931</u>	<u>\$ 13,485,075</u>

		2024	
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 10,134,924	\$ 14,096,068
Contributions received	-	17,302,698	17,302,698
Transfers	-	(95,000)	(95,000)
Revenue recognized	<u>-</u>	<u>(17,492,469)</u>	<u>(17,492,469)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 9,850,153</u>	<u>\$ 13,811,297</u>

In 2012/13, the College sold 11.164 acres of land to the Vancouver Island Health Authority for \$4,030,114. Use of the sale proceeds is restricted under the College and Institute Act. The proceeds, net of land costs of \$68,970, have been recorded as deferred contributions until permission to use the funds for acquisition of specific capital assets is granted.

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

8 Deferred capital contributions

Funding contributions for tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the asset is amortized over the useful life of the asset. Treasury Board specifies this accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	2025	2024
Balance, beginning of year	\$ 54,515,212	\$ 42,458,154
Contributions received during the year	44,246,213	16,203,014
Transfers	373,000	95,000
Revenue recognized from deferred capital contributions	<u>(3,134,848)</u>	<u>(4,240,956)</u>
Balance, end of year	<u>\$ 95,999,577</u>	<u>\$ 54,515,212</u>

During 2021/22, the College sold the Campbell River campus property location on Vigar Road for \$2,700,000. Use of the sale proceeds is restricted under the College and Institute Act. The Province granted use of the revenue related to this transaction for specific capital projects. The unspent amount remaining for future capital projects is \$48,254 (2024: \$48,254).

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

9 Tangible capital assets

Cost	Mar 31, 2024	Additions	Transfers	Disposals	Mar 31, 2025
Land	\$ 327,919	\$ -	\$ -	\$ -	\$ 327,919
Site improvements	2,779,327	10,816	-	-	2,790,143
Buildings	86,944,356	2,749,129	1,000,272	-	90,693,757
Furniture & equipment	7,364,188	973,265	688,827	(492,534)	8,533,746
Software & licences	21,088	-	-	-	21,088
Computer equipment	870,877	440,878	-	(91,406)	1,220,349
Leasehold improvements	2,425,445	21,842	-	-	2,447,287
Vehicles	520,778	611,584	-	-	1,132,362
Library books	429,599	33,007	-	(53,309)	409,297
Assets under construction	<u>20,281,890</u>	<u>42,836,380</u>	<u>(1,689,099)</u>	<u>-</u>	<u>61,429,171</u>
Total	\$ <u>121,965,467</u>	\$ <u>47,676,901</u>	\$ <u>-</u>	\$ <u>(637,249)</u>	\$ <u>169,005,119</u>

Accumulated amortization	Mar 31, 2024	Amortization	Transfers	Disposals	Mar 31, 2025
Site improvements	\$ 2,490,247	\$ 40,763	\$ -	\$ -	\$ 2,531,010
Buildings	49,343,554	2,137,421	-	-	51,480,975
Furniture & equipment	4,222,093	1,176,477	-	(492,534)	4,906,036
Software & licences	18,745	2,343	-	-	21,088
Computer equipment	368,704	225,991	-	(91,406)	503,289
Leasehold improvements	1,620,058	202,917	-	-	1,822,975
Vehicles	279,180	131,829	-	-	411,009
Library books	<u>246,810</u>	<u>31,289</u>	<u>-</u>	<u>(53,309)</u>	<u>224,790</u>
Total	\$ <u>58,589,391</u>	\$ <u>3,949,030</u>	\$ <u>-</u>	\$ <u>(637,249)</u>	\$ <u>61,901,172</u>

Net Book Value	Mar 31, 2024	Net Book Value	Mar 31, 2025
Land	\$ 327,919	\$ 327,919	
Site improvements	289,080	259,133	
Buildings	37,600,802	39,212,782	
Furniture & equipment	3,142,095	3,627,710	
Software & licences	2,343	-	
Computer equipment	502,173	717,060	
Leasehold improvements	805,387	624,312	
Vehicles	241,598	721,353	
Library books	182,789	184,507	
Assets under construction	<u>20,281,890</u>	<u>61,429,171</u>	
Total	\$ <u>63,376,076</u>	\$ <u>107,103,947</u>	

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

9 Tangible capital assets (continued)

Cost	Mar 31, 2023	Additions	Transfers	Disposals	Mar 31, 2024
Land	\$ 327,919	\$ -	\$ -	\$ -	\$ 327,919
Site improvements	2,732,025	47,302	-	-	2,779,327
Buildings	86,329,678	908,773	184,791	(478,886)	86,944,356
Furniture & equipment	6,200,064	1,503,525	-	(339,401)	7,364,188
Software & licences	24,229	-	-	(3,141)	21,088
Computer equipment	640,549	480,744	-	(250,416)	870,877
Leasehold improvements	2,199,271	226,174	-	-	2,425,445
Vehicles	477,341	148,104	-	(104,667)	520,778
Library books	432,547	38,323	-	(41,271)	429,599
Assets under construction	<u>5,235,361</u>	<u>15,231,320</u>	<u>(184,791)</u>	<u>-</u>	<u>20,281,890</u>
Total	\$ <u>104,598,984</u>	\$ <u>18,584,265</u>	\$ <u>-</u>	\$ <u>(1,217,782)</u>	\$ <u>121,965,467</u>

Accumulated amortization	Mar 31, 2023	Amortization		Disposals	Mar 31, 2024
Site improvements	\$ 2,435,726	\$ 54,521	\$ -	\$ -	\$ 2,490,247
Buildings	46,652,471	2,827,833	-	(136,750)	49,343,554
Furniture & equipment	3,090,929	1,470,565	-	(339,401)	4,222,093
Software & licences	13,685	8,201	-	(3,141)	18,745
Computer equipment	447,571	171,549	-	(250,416)	368,704
Leasehold improvements	1,292,880	327,178	-	-	1,620,058
Vehicles	317,759	46,899	-	(85,478)	279,180
Library books	<u>242,593</u>	<u>45,488</u>	<u>-</u>	<u>(41,271)</u>	<u>246,810</u>
Total	\$ <u>54,493,614</u>	\$ <u>4,952,234</u>	\$ <u>-</u>	\$ <u>(856,457)</u>	\$ <u>58,589,391</u>

	Net Book Value Mar 31, 2023	Net Book Value Mar 31, 2024
Land	\$ 327,919	\$ 327,919
Site improvements	296,299	289,080
Buildings	39,677,207	37,600,802
Furniture & equipment	3,109,135	3,142,095
Software & licences	10,544	2,343
Computer equipment	192,978	502,173
Leasehold improvements	906,391	805,387
Vehicles	159,582	241,598
Library books	189,954	182,789
Assets under construction	<u>5,235,361</u>	<u>20,281,890</u>
Total	\$ <u>50,105,370</u>	\$ <u>63,376,076</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

9 Tangible capital assets (continued)

(a) Assets under construction

Assets under construction having a value of \$61,429,171 (2024: \$20,281,890) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

The College has entered into a construction contract to build a 217 bed student housing complex. The anticipated completion date is September 2025. Total amount of the contract with Urban One is \$74,298,263. Funding guarantees of \$68,543,250 have been approved by the Ministry of Post-Secondary and Future Skills. As of March 31, 2025, \$56,073,624 (2024: \$17,558,946) has been expended and is included in assets under construction.

10 Financial risk management

The College is potentially exposed to credit risk, liquidity risk, foreign exchange risk and interest rate risk from the entity's financial instruments. Qualitative and quantitative analysis of the significant risks from the College's financial instruments is provided below by type of risk.

(a) Credit risk

Credit risk primarily arises from the College's cash and cash equivalents, accounts receivable and portfolio investments. The risk exposure is limited to their varying amounts at the date of the statement of financial position.

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2025 the amount of allowance for doubtful debts was \$309,434 (2024: \$257,303), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

Market risk is the risk that changes in market prices and inputs, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

The College manages market risk by holding cash balances with a top rated Canadian Schedule I financial institution. The portfolio investments are professionally managed following the investment program which is approved by the College's Board of Governors and consistent with the requirements of the College and Institute Act. The College periodically reviews its investments and is satisfied that the portfolio investments are being managed in accordance with the investment program.

North Island College

Notes to the Financial Statements

Year ended March 31, 2025

10 Financial risk management (continued)

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

(d) Foreign exchange risk

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

(e) Other risk

The insurance on College property is the responsibility of the Province, which paid \$98,788 (2024: \$97,792) for premiums and fees on behalf of the College for the coverage. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

11 Contractual obligations

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	Port Alberni Campus & Satellite	St. Joe's Campus	Port Hardy Campus	Total
2026	\$ 151,553	\$ 121,374	\$ 95,400	\$ 368,327
2027	144,706	-	95,400	240,106
2028	-	-	39,750	39,750
Total contractual obligations	<u>\$ 296,259</u>	<u>\$ 121,374</u>	<u>\$ 230,550</u>	<u>\$ 648,183</u>

North Island College

Notes to the Financial Statements

Year ended March 31, 2025

12 Contingent liabilities

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2025 there are no outstanding claims.

13 Related parties

North Island College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

North Island College Foundation is a not-for-profit organization and a registered charity under the Income Tax Act. The Foundation was created to enhance the delivery of North Island College's programs and services by raising funds to provide scholarships and bursaries, and to support various College projects. Although there is no common control of the organizations through the Board appointment or other forms of control, the Foundation is related to the College by virtue of holding resources which are to be used to provide support to students attending the College. Transactions with the Foundation were recorded at the exchange amount.

At March 31, 2025 accounts receivable of the College included \$146,858 (2024: \$250,225) due from the Foundation.

	2025	2024
Bursaries	\$ 774,110	\$ 550,185
Donations and other	136,377	164,682
Gifts-in-kind	<u>5,700</u>	<u>14,500</u>
Foundation contributions to the College	<u>\$ 916,187</u>	<u>\$ 729,367</u>
College contributions to the Foundation	<u>\$ 45,700</u>	<u>2,430</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2025

14 Contractual rights

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	Port Alberni Campus & Satellite	St. Joe's Campus	Port Hardy Campus	Total
2026	\$ 151,553	\$ 121,374	\$ 95,400	\$ 368,327
2027	144,706	-	95,400	240,106
2028	-	-	39,750	39,750
Total contractual rights	<u>\$ 296,259</u>	<u>\$ 121,374</u>	<u>\$ 230,550</u>	<u>\$ 648,183</u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2025 with comparative information for 2024

	Budget 2025	2025	2024
Expenses			
Salaries and benefits	\$ 49,956,009	\$ 49,040,762	\$ 44,878,464
Other personnel costs	987,549	925,661	1,863,877
Advertising and promotion	939,448	801,297	784,915
Books and periodicals	224,854	180,766	386,426
Cost of goods sold	682,000	899,842	656,071
Equipment costs	1,718,565	2,068,625	2,575,635
Facility costs	2,537,520	3,868,930	3,550,356
Financial service charges	246,503	266,857	232,873
General fees and services	2,399,833	2,655,254	2,785,455
Student awards	1,319,080	2,403,126	1,458,530
Supplies and general expenses	1,355,690	1,433,266	1,761,632
Travel	942,002	1,423,506	1,148,953
Grant transfers	233,500	303,361	303,361
Donations to NIC Foundation	-	45,700	6,530
Amortization of tangible capital assets	4,090,497	3,949,030	4,952,234
	<u>\$ 67,633,050</u>	<u>\$ 70,265,983</u>	<u>\$ 67,345,312</u>

Report to Board of Governors from Education Council Chair

June 19, 2025, Comox Valley Campus

Report Prepared by: Education Council Chair, Aisling Brady

EDUCATION COUNCIL BUSINESS

Education Council was unfortunately unable to reach quorum for our June 6th meeting, meaning the meeting was cancelled. This is unusual and delays approval of curriculum that was to be brought forward at that meeting.

VP Academic, Tony Bellavia, confirmed to council (via written report) that the revisions to the Associate of Science and Associate of Arts degrees that were approved at the February Education Council meeting and subsequently paused, are no longer paused and will continue to be implemented.

CHAIR DUTIES & MEETINGS:

- Met multiple times with registrar, Michelle Badger, to discuss future changes to the election procedures for college members to both Board of Governors and Education Council.
- Attended and participated in two curriculum committee meetings. These items will come to Education Council in the fall.
- Attended and participated in four planning and standards meetings to review two existing policies, and a new policy. Items will come forward to Education Council in the fall.
- Attended the College Conversation and the Employee Recognition event, and plan on attending convocation events in CV and CR.
- Participated in the Academic Governance Council meeting (provincial). Many institutions are dealing with similar impacts as NIC. There were interesting conversations around:
 - Education Council onboarding (chairs and members), including Indigenous history and reconciliation
 - program suspension and cancellation policies
 - oversight of continuing education curriculum
 - a voting Indigenous member on Education Councils, selected in-community
 - policy backlogs or lack of relevant policies



NIC Board of Governor's 2025/2026 Workplan

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

- Topic TBD

BOARD BUSINESS

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

ORGANIZATIONAL PERFORMANCE

- Fiscal Year 24/25 Enrolment Report

FIDUCIARY

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

CAMPUS/CENTRE DEVELOPMENT

- *5-Year Capital Plan Priorities*



COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- *Committee Appointments*
- New Elected Member Oaths



CAMPBELL RIVER

BOARD DEVELOPMENT & EDUCATION

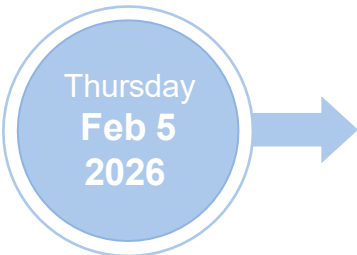
- Topic TBD

BOARD BUSINESS

- Standing Committee Reports
- *Bylaws 4 & 6: Tuition and Fees*

FIDUCIARY

- Q2 Financial Statements



COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- Standing Committee Reports
- Risk Register Review
- Triennial Bylaw & Policy Review

ORGANIZATIONAL PERFORMANCE

- *BUILD 2026* Dashboard Review
- Fiscal Year Enrolment Report

FIDUCIARY

- Q3 Financial Statements



JOINT BOARD MEETING

BOARD DEVELOPMENT & EDUCATION

- Fiscal Year Draft Budget Presentation



MIXALAKWILA

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- Standing Committee Reports
- *Board Workplan 2026/27*
- *Mandate Letter, if received*

FIDUCIARY

- *Budget 2026/27*

STUDENT ASSOC. FEES

- *Direct institution to collect fees*



COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- Standing Committee Reports
- *2025/26 Institutional Accountability Plan & Report*
- *Annual Report on President's objectives/goals 2025/26*
- *President's objectives/goals 2026/27*
- *Approve new Strategic Plan*

ORGANIZATIONAL PERFORMANCE

- *BUILD 2026 Updates and Dashboard Review*
- *2025/26 Full-time Equivalent Enrolment Report*

FIDUCIARY

- *2025/26 Audited Financial Statements*

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE

- *Strategic Plan Approval/Updates*

PROGRAMMING

- *Credential Approval*
- *Program Cancellation*

FIDUCIARY

- *New Programming Tuition and Fees*

CAMPUS/CENTRE DEVELOPMENT

- *Lease Approval*
- *Land Sale*

EMPLOYEES

- *Collective Agreement Ratification*

Items in this font and italicized require Board approval



College & Community

2025/2026 Upcoming Events

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.

	September 2025	October 2025	November 2025	Dec 2025/Jan 2026	February 2026	Mar/Apr 2026	May/Jun 2026
Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
Executive	Sep 15 (Monday) 10:30am	Oct 9 10:30am	Nov 24 (Monday) 10:30am	Jan 22 10:30am		Apr 8 (Wednesday) 10:30am	Jun 4 10:30am
Governance & Board Development	Sep 15 (Monday) 9:00am	Oct 9 9:00am	Nov 24 (Monday) 9:00am	Jan 22 9:00am		Apr 8 (Wednesday) 9:00am	Jun 4 9:00am
Finance & Audit	Sep 22 (Monday) 3:00pm		Nov 21 3:00pm	Jan 22 3:00pm		Apr 3 3:00pm	Jun 5 3:00pm
Community Engagement Events (optional)							
				Dec TBD Campbell River Campbell River Holiday Lunch			
NIC College Engagement Events (optional)							
	Sep TBD Campbell River Student Orientation	Oct TBD Port Alberni NISU/LT Student Celebration Lunch	Nov TBD Online College Conversation	Dec TBD Online College Conversation	Feb TBD Online College Conversation	Mar TBD Online College Conversation	May TBD Location TBA Employee Recognition Event
	Sep TBD Comox Valley Student Orientation	Oct TBD Campbell River NISU/LT Student Celebration Lunch				Mar (dates TBC) All Campuses NISU/LT Student Celebration Lunches	Jun TBD Port Alberni Convocation
	Sep TBD Port Alberni Student Orientation	Oct TBD Comox Valley NISU/LT Student Celebration Lunch					Jun TBD Campbell River Convocation
	Sep TBD Online College Conversation						Jun TBD Comox Valley Convocation

CONTINUING EDUCATION AND TRAINING

Campbell River Campus – January – June 2025

Prepared by Sandy Rose

Hospital Unit Clerk

Another successful year for the Hospital Unit Clerk program! Sixteen students began the program last fall, and 14 have completed and secured employment within Island Health facilities. One student from Vancouver has been hired by the Provincial Health Services Authority (PHSA), and another will complete the program later this summer after welcoming a new baby in February.

Looking ahead, we're hopeful that funding through Future Skills Training Grants will be available for the Fall 2025 intake. This would offer essential financial support for students in a program that currently isn't eligible for student loans.

Activity Assistant Program – Spring / Summer / Fall Update The Activity Assistant program continues to experience strong demand across Vancouver Island and beyond, with applicants reaching from as far as Northern BC. The Winter term successfully graduated 20 students, and the Spring cohort is now underway with another 20 students enrolled. That brings 40 newly trained, employment-ready individuals into the healthcare sector—a timely contribution to support an increasingly stretched system. Looking ahead, Fall 2025 enrollment is expected to remain strong, and the program continues to receive positive feedback from industry partners.

Building Service Worker Fundamentals – NVIATS

In April, North Island College successfully delivered a 3-day Building Service Worker course in partnership with the North Vancouver Island Aboriginal Training Society. Two additional cohorts are confirmed for July in Port Hardy and September in the Comox Valley. Each session will provide up to 14 participants with foundational skills in building service work, including targeted training in infection control practices to prevent viral and bacterial outbreaks.

Participants who complete the training will earn industry-recognized certification, positioning them for employment in school districts, municipalities, and other sectors where qualified building service workers are in high demand. This initiative supports regional workforce development by creating accessible training pathways that meet both community needs and employer demands.

TRADES DISCOVERY – HOMALCO FIRST NATION – Spring/Summer 2025 (FUNDED)

After months of collaborative planning, we are excited to share that the 12-week *Trades Discovery* program—delivered in-community at Homalco First Nation—has been successfully funded. This initiative is made possible through a combination of support from the *Community Workforce Response Grant*, *SkilledTradesBC Indigenous Programs*, and a contribution from Homalco First Nation.

Candidate recruitment and selection are currently underway, with the program set to launch on **June 16th**. A welcome and orientation event is scheduled for **June 11th**, with invitations extended to the community and all project stakeholders. There is strong local enthusiasm for this opportunity to deliver hands-on, career-focused training close to home, and we are proud to support the Nation in advancing workforce development for its members.

Applied Human Resources Practitioner – Micro-credential The 12-week, fully online micro-credential recently concluded with a small but diverse cohort of nine students, representing sectors such as retail, healthcare, and hospitality. Participant feedback was positive, highlighting the relevance and applicability of the content. Revisions to the pilot offering are underway, with the next intake planned for Fall 2025. It is hoped that Future Skills Training grant funding will be available to help remove financial barriers and increase accessibility to this in-demand program.

Comox Valley Campus

Prepared by Lorraine Hagan

Metal Jewellery Studio – 3 NEW Micro-Credential Programs!

The Continuing Education & Training (CET) department is excited to announce the recent approval to offer 3 new 7-week Metal Jewellery Micro-Credential programs, starting in Fall 2025! Each program is 154 hours and can ladder into higher levels. There may be a 4th program in the future, offering more advanced skills training. Successful students will emerge with a Statement of Completion for each level they complete. Many of our past graduates and new students will be self-employed or work in retail establishments such as jewellery and gift stores.

Metal Jewellery 1: Foundations September 8 – October 23, 2025

Level 1 is for those just beginning jewellery making as a hobby or potential home-based business and anyone who has previous experience and would like a refresher.

Metal Jewellery 2: Fundamentals October 27 – December 11, 2025

Level 2 ideal for students with previous jewellery making experience or who have taken Foundations or weekend courses in our NIC studio and want to increase their abilities.

Metal Jewellery 3: Fusion January 5, 2026 – February 20, 2026

Level 3 is suitable for students who have taken Fundamentals or intermediate level courses at our NIC studio or have been making jewellery consistently and want to learn more progressive skills.

Mixalakwila Campus

Prepared by Donna Merry

Retail and Customer Service Confidence

The third cohort of Retail and Customer Service Confidence students celebrated completion of their program on June 5, 2025. This program is offered in partnership with the Port Hardy Chamber of Commerce, and funded through the Rural Economic Diversification and Infrastructure Program (REDIP). It is targeted towards community members who feel under-prepared to enter the workforce and who may experience barriers to employment. The seven students completed 8 weeks of classroom learning and 4 weeks of work experience in two different locations in the north island region (Port Hardy, Port Alice, Coal Harbour for this cohort) to prepare to enter employment. Speaking to the students at the program celebration, each of them had one or more employment offers as a result of their work experience placements, which is consistent with the previous cohorts. There is one more cohort planned in fall 2025 as part of the funding agreement. Congratulations everyone!



A few happy students, staff and Chamber representative at the program celebration June 5.

HEALTH AND HUMAN SERVICES

Accessible Education and Training Program Highlights

Submitted by Liz Girard, Department Chair & Faculty, Accessible Education and Training

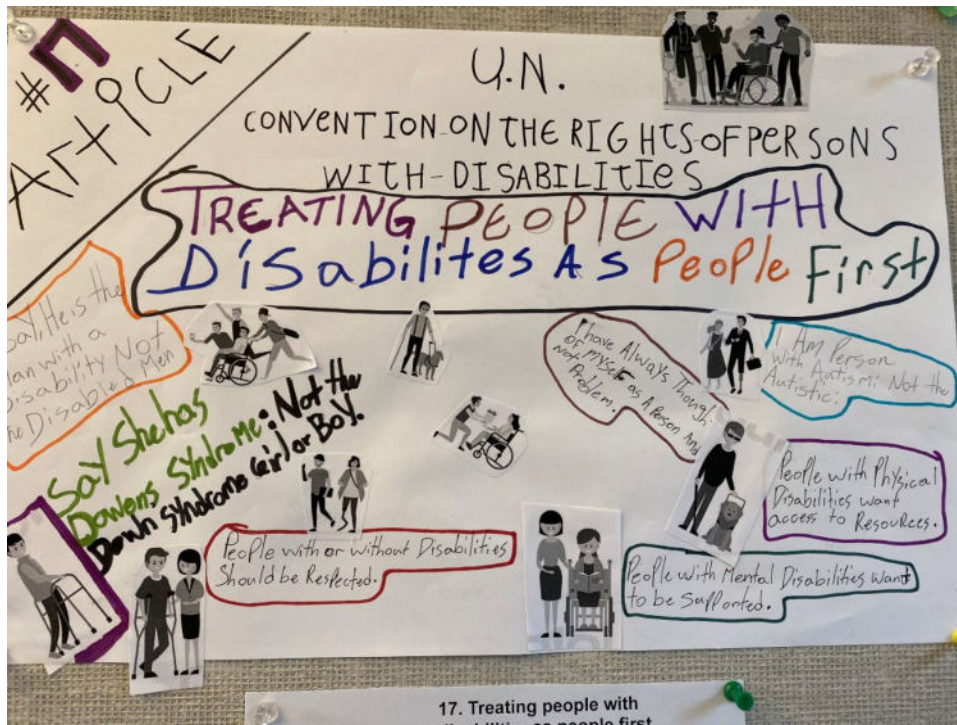
NIC Comox Valley hosted a learning event in November 2024 about the UN Convention on Rights of Persons with Disabilities (CRPD).

Students in the Accessible Education and Training (AET) program studied the UN Declaration of Human Rights and the UN Convention on the Rights of Persons with Disabilities. Students created poster representations of the articles from the convention. Two 4TH year Bachelor of Science in Nursing students planned and participated in the event as part of a leadership project. Students, parents, support staff, the local accessibility committee, the school district and the NIC community attended the event. It was very fun and had a positive impact on the students and their community of people who support them.



Liz Girard, AET instructor, Liz McKay, BSN instructor, Kaitlyn and Makayla, 4th year BSN students.





Employment Transition Program Highlights, Campbell River and Port Alberni

Submitted by Liz Girard, Department Chair & Faculty, Accessible Education and Training and Tina Kennedy, Faculty, Accessible Education and Training

Students in the Employment Transition Program completed two terms of focused study and individualized work experience. Our Work Study Assistants did an amazing job finding work placements that matched our students' interests and supported them towards independence at each site.

With inclusion in the larger community as a goal for the department, our students also attended a Community Advisory Committee meeting and participated in field trips to different local businesses. Our visit to the airport gave students an opportunity to advocate for accessibility within the facility while also building awareness of their abilities.



Grace completed her work experience at the Campbell River Seniors' Centre as a greeter and in the kitchen as a dishwasher. Grace would love to be a server and dreams of one day opening her own cafe. She will continue at the Seniors' Center in a volunteer capacity after the completion of the Work Experience.



Devon completed his work experience at the Campbell River Great Canadian Superstore. He worked in the grocery department stocking shelves. His dedication and hard work led to a paid part-time position.



Ronald completed his work experience at the Port Alberni Salvation Army making hampers for clients. He has been practicing his communication, physical movements, being on his feet for 2 hours at a time and using the trolleys and elevators to safely deliver the hampers. He wants to continue a volunteer basis once he graduates.



Myles has been working at Rainbow Lanes beyond completing his work experience. He has developed skills in customer service, counting cash, selling concession items, ringing in league fees and providing rental bowling shoes to the patrons. He also has created a tradition of singing the national anthem before league play begins. He has a great and supportive team!

Early Childhood New Zealand Field School

Submitted by Laurie Tulloch, Faculty, Early Childhood Care & Education

On February 13th students representing the Early Childhood Care & Education (ECCE) Certificate and Infant & Toddler Diploma Programs joined a consortium of 4 colleges including Northern Lights College, Aurora College in Yellowknife, Coast Mountain College in Terrace, and North Island College.

Joined by Elders Dr. Evelyn Voyageur and husband Yvon Savoie, the field school began with a one-week immersive experience in early childhood and the contextual Maori history of New Zealand by our institutional partner, TeRitoMaioha – Early Childhood New Zealand in Wellington. We travelled next to their Hamilton campus for land-based learning on the marae, then to the National Kapa Haka Festival in New Plymouth, and across the island to Whakatene on the Bay of Plenty to explore the fully indigenous – early learning to doctorate institution and NIC partner Te Whare Wananga o Awanuiarnagi.

Students are grateful for this once in a lifetime experience funded through the Global Skills Opportunity Study Abroad Scholarship and presented their personal and professional journeys to their peers and faculty at the Stan Hagen Theatre on our return.



Local artist Carla Duffey created a Graphic Recording to capture our group New Zealand ECCE Field School de-brief on our return.



Early to Rise! Ready at the Comox Valley airport for the first day of the journey. Roberta Wesley, Winona Erickson, Aleah Kohlen, Laurie Tulloch (ECCE faculty), Yvon Savoie (Elder), Robyn Yow, and Elder in Residence Dr. Evelyn Voyageur



A full field school welcome at our final destination Te Whare Wananga o Awanuiarangi in Whakatane on the Bay of Plenty.

Health Care Assistant Program Update

Submitted by Donna Wedman, Department Chair & Faculty, Health Care Assistant

The Health Care Assistant (HCA) department welcomed our first international cohort with the Office of Global Engagement in September of 2024. These students have now all completed the HCA program. It has been an interesting experience working with students from 8 different countries and a variety of life experiences to nurture their knowledge and skill in assisting individuals with daily physical, emotional, social, cognitive and spiritual needs in our local Canadian context. These students now qualify to be registered with the BC Care Aide and Community Health Worker Registry and to work as Health Care Assistants in our community. They will continue their education in the fall to complete the Community Mental Health Worker program.

Our department has welcomed 6 cohorts of students through 2024-2025. So far, 72 students have completed the program. Seventeen more are on track to complete in July and a further 24 students will be in their practice experience over the summer and finish in September. To support the increase of students in the HCA program, we have six regular faculty and hired 12 sessional instructors. I appreciate the time and commitment of the regular faculty to welcome and support the new instructors as well as to meet the needs of the students. I appreciate the new faculty that have joined us this year for their enthusiasm and fresh perspectives. We are striving to work as a collaborative team to provide consistent, high-quality education. We are also preparing for our NIC program review and our regular Compliance Review with the BC Care Aide Registry in the 2025-2026 year.

Human Services Program Review Update

Submitted by Sam Banton-Smith, Department Chair & Faculty, and Meredith McEvoy, Program Development Mentor & Faculty, Human Services

Over the past year, the Human Services Department has made significant strides toward implementing the key recommendations from our program review. Central to this work has been the formation of a dedicated working group made up of regularized faculty, which continues to meet bi-monthly to advance departmental goals. Major changes include the development of a

clear program mission and vision, work on course delivery models, enhancement of transferability, and the creation of program learning outcomes that integrate clear skill and theoretical development.

The overall impact of this process has been transformational. The department has seen improved cohesion as a team and we are eagerly working towards alignment of curriculum and vision, building stronger community partnerships, and creating a clearer path forward for program growth. Staff enthusiastically supported this process, making themselves available for sometimes challenging and deliberate work of aligning departmental values with the changes we were implementing.

One of the biggest advances in the development of this work came through the appointment of a Program Development Mentor position funded through Widening Our Doorways to lead curriculum mapping and program learning outcome development. The results are already being felt through enhanced delivery models, increased accessibility, and stronger student and community engagement.

The Program Development Mentor is currently working with faculty members and Centre for Teaching Learning Innovation (CTLI) to develop revised course learning outcomes and program changes to increase alignment and transferability. The department will be meeting with the Working Together Working Group from Indigenous Education to discuss the future of our Education Assistant/Community Support Worker-Indigenous Focus (Port Alberni) program and the possibility of integrating and revising this Indigenized curriculum for our Comox Valley Campus.

Overall, the program review process has helped us establish a framework for carrying forward the work of ongoing program evaluation and revision to ensure we continue to provide quality student learning in an ever-changing landscape of post-secondary education.

Practical Nursing and Access to Practical Nursing program Highlights

Submitted by Aimee Wheatley, Department Chair & Faculty, Practical Nursing, Access to Practical Nursing

I am excited to share some inspiring highlights from our Practical Nursing (PN) and Access to Practical Nursing (APN) Programs at North Island College. The time leading up to this spring has been a time of growth, learning, and deepened understanding for our students—truly a time of community-building and support.

Cultural Safety and Truth & Reconciliation: “Building Bridges through Understanding the Village”

In March 2025, our PN and APN students gathered at the Gathering Place on the Campbell River campus to participate in the transformative workshop, *Building Bridges through Understanding the Village*. This Truth and Reconciliation workshop emphasized the crucial role of cultural safety within First Nations, Inuit, and Métis contexts.

Students engaged in rich dialogue and interactive learning to develop the cultural competence needed to connect meaningfully with patients across social, political, linguistic, economic, and spiritual realms. One powerful message from the workshop summed it up perfectly:

“As future health care practitioners, your voice and actions matter.”

Our students embraced these teachings wholeheartedly, recognizing that culturally safe practice is the backbone of inclusive, patient-centered nursing care.



The workshop was very engaging and provided opportunities for students to be involved in the learning concepts.



Practical Nursing Level 2 and Level 4 cohorts from across 3 campuses.



Access to Practical Nursing cohort.

Highlighting Record Enrollment in the Access to Practical Nursing Program

We're thrilled to report that the APN Program has reached its highest enrollment ever for the 2024-2026 intake! Many of these students began their journey in our Health Care Assistant programs and have chosen to ladder up into the APN program. Their determination and dedication to advancing their skills reflect both their commitment to the profession and the welcoming, supportive environment fostered here at North Island College.

We're particularly excited to host these students at our Comox Valley campus—where they'll continue to grow as compassionate, skilled future nurses.

Student Support: The Heart of Our Programs

Throughout these milestones, our faculty and staff have stood beside our students every step of the way. We continue to nurture a learning environment that values curiosity, compassion, and respect for all cultures and lived experiences. It's truly inspiring to witness our students supporting one another, bridging gaps, and forging new pathways in nursing practice.

TRADES AND TECHNICAL PROGRAMS

Report to the BOG

Dare we say it...It's beginning to look a lot like Summer! The trees have shed their blossoms to make way for budding fruit, the leaves are bright green, flowers are in bloom and the Cottonwoods are dusting us with snowstorms of fluffy white flakes. Did you know Cottonwoods are one of the most versatile and beneficial trees there is? Not only do they offer shade and are important for wildlife, but the buds and bark contain salicin, a compound that can reduce fever, pain, and inflammation. Cottonwood bud oil is used topically for arthritis and skin conditions. These are but a few of the uses these remarkable trees provide. The Cheyenne and Arapaho nations believed Cottonwoods were magical and helped light the night sky with the stars we see. (For curiosity's sake, look up: Cottonwood Trees and the Stars)

Daydreaming aside, Trades and Tech is still going strong with Automotive, Welding, Heavy Mechanical, Electrical and Carpentry Foundations continuing into the summer months. Upcoming SkilledTradesBC exams start June 13 and end July 2nd for the Plumbing level 4, Metal Fabricator level 2, Electrical level 3 and two Professional Cook level 2 apprenticeships.

The fall lineup will keep everybody hopping, but for now we will enjoy just a little bit of a breather as students and faculty make their exits for the summer and the convocation ceremonies celebrate the accomplishments of all NIC's hardworking graduates. We wish them all the very best as they set their sights on bigger and better things. Job well done!

Highlights for TNT

*Industry Donations, **Chris Manning**:* We are pleased to announce that Miller Electric has committed to sponsoring a Top Student Award for all our Welding Foundation programs over the next three years. In addition, Milwaukee Tools will be sponsoring a Top Student Award for one of our upcoming Heavy-Duty Equipment Technician classes this September.

We're also excited to welcome Jeremy Lake, District Manager at Miller Electric, and Ryan Page, Welding Superintendent at Seaspan, to our Welding Program Advisory Committee. Their industry experience and insight will be valuable assets to our program.

Trade Sampler: As we wrap up the Trade Sampler cohorts, we see how the re-vamped program is having more of a positive effect on the student experience. Key differences to previous years being longer durations spent in fewer areas and with more in-house instruction. In previous years we exhausted our budget with guest speakers and field trips that were not only costly, but time-consuming. This year we kept the Trade Sampler students on campus the entire time where they spent 1 week minimum in each trade area where an NIC instructor was delivering more fulsome content throughout.

The feedback we have received from the School District 72 has been very positive, the liaisons have mentioned multiple times that the students seem more engaged and feel more like they are taking a college level course with NIC.

*Japan, **Xavier Bauby**:* Two students from the Level 2 Culinary Arts program from North Island College (NIC), accompanied by Chef Bauby, are invited to embark on a transformative two-week learning experience in Fukuoka, Japan. This unique experiential learning opportunity brings together students from NIC (Canada), Kapi'olani Community College (Hawaii), and Nakamura Gakuen University (Japan) for a collaborative and immersive culinary journey.

This is an excellent opportunity for professional development. Students will be guided through two weeks of intensive culinary exploration alongside fellow students and professionals from Kapi'olani Community College and Nakamura Gakuen University. This program promises an unforgettable opportunity to refine culinary skills while engaging in a vibrant cultural exchange.

Extra! Extra! Marketing and Future Students have worked in conjunction with Mike Androschuk, Matt Neuwirth, and Paris Gaudet to co-host virtual information sessions for the following programs this month: Coastal Forestry, Furniture Design and Joinery Certificate, and Seaweed Production and Processing. These sessions are meant to showcase some of our unique programs and to offer potential students the opportunity to ask questions. A record **54** students attended the first of 3 seaweed information sessions; the next session is scheduled for June 11.

And we have Drones! Funded by the Future Skills Grant, Trades and Tech ran the Drone to Mapping Micro-credential with 10 students earning their Drone Pilot Certification under instructor Mike Morellato. Not only did students review Canadian Aviation Regulations, but instruction also included human factors, meteorology, navigation, flight operations and the theory of flight. All necessary skills for the safe operation of a remotely piloted drone.

Saying Goodbye

Trades and Technical Programs had to say goodbye to 3 amazing instructors.



From Welding, *Ivan Peterson* handed over the reins after 14 years to Jim Stratford for the 2024/2025 Foundation and apprenticeship programs. Ivan loves to golf and is also an avid reader and, in his retirement, has found plenty of time for both. However, he can still be found a couple days a week on campus as an Elder. Both Indigenous and non-Indigenous students have the benefit of Ivan's support and guidance as they navigate their way through the NIC community.

From Automotive, instructors Chris Posner from the Campbell River campus and Patrick Balfry from Port Alberni decided retired life is the way to go.



Born and raised in Campbell River, *Chris* is as much a part of the local community as he was at North Island College. He came full circle from beginning his automotive career as a pre-apprenticeship student at NIC in the early 90's, to joining the Automotive program as a part-time instructor in 1997 which evolved into a full-time position in 2000. Chris always maintained high standards throughout his program and was highly skilled at adapting to a variety of teaching methods tailored to his students. His patience and encouragement instilled confidence in his students and earned him their praise and appreciation.



One of the most loved and respected instructors in Trades and at the TEBO campus, *Patrick* took the lead for the Automotive Foundation program in 2012, and we are sad to see the end of an era. He was not just an instructor to his students, he was their mentor, counselor and friend. It was not unusual at all for past students to come by just to sit and have a say with one of their favorite instructors. More than one student has bestowed the highest of compliments on Patrick, saying their experience in his program was life-changing and set them on a path to success in their career.

Our Furniture Design and Joinery program wrapped up on May 15th but we wanted to show you the products of incredible instruction and talented students. These are amazing!



*From Trades and Technical Programs, we wish you all a fantastic summer!
See you in September.*

OFFICE OF GLOBAL ENGAGEMENT

Submitted by Mark Herringer, Executive Director, Office of Global Engagement

International Projects:



Romana Pasca, Manager Partnerships, Projects and Global Education, Mez Jiwaji, Associate Director Students Life and Mark Herringer, Executive Director OGE participated in The South Africa Skills Training Enhancement Program (SASTEP) Orientation from February 18-21 in Pretoria South Africa. The orientation included representatives from all 14 South African vocational institutions

from the Eastern Cape and Limpopo region as well as all of the Canadian partner colleges. NIC is responsible for SASTEP 2 which focusses on 'Gender equality and inclusion in the classroom'. This is the first major project that NIC is leading and will be delivered with all 14 South African Partners together with Canadian partners, Nova Scotia Community College and Suncrest College.

Forum for Education Abroad:

The Forum for Education Abroad is a large, US-based but internationally engaged study abroad association. Their annual conference in Toronto (March 18 – 21) was the first time it had been held outside of the USA. OGE and OIE were asked by the Forum and Education New Zealand together with representatives from UofT, Toronto Metropolitan University and others to help to establish a pre-conference day based on our experience in Indigenizing our international education work. Sara Child, Romana Pasca and Mark Herringer all presented sessions at 'Paving a Path Forward: Supporting Indigenous Students in Education Abroad' to Indigenous and non-Indigenous leaders from Canada, US, Mexico and New Zealand. Further, Renae Leboe, Global Engagement Liaison, Romana and Sara all delivered sessions during the conference which greatly enhanced NIC's reputation for our work in Indigenization and international education.

Indigenous Speaker Series:

OGE and the Office of Indigenous Education collaborated for two Indigenous Speaker Series events held in Q̓ə pix ʔidaʔas (Campbell River campus) in Winter 2025. On January 23, VIU Elder-in-Residence Randy Fred spoke about the importance of Indigenization and Decolonization as steps in the healing journey. On March 13, Dr. Laura Cranmer, a VIU Honorary Research Associate, discussed how writing and collaborative creativity can uplift Indigenous individuals. Both events were attended by NIC staff, students, and members of the community.

Outbound Mobility:

Between January and March 2025, the Office of Global Engagement facilitated a range of international experiential learning opportunities. A total of 23 students, including 19 Indigenous students, along with 2 administrative staff, 5 faculty members, and 1 Elder, participated in programs such as semester exchanges at Kapi'olani Community College in Hawaii, faculty mobility programs with one NIC faculty working on a Prior Learning Recognition Project with an university in Mexico, and field schools in Maui and Oahu, Hawaii, Costa Rica, and New Zealand.

These initiatives were made possible through funding from Global Skills Opportunity (GSO), Canada's outbound student mobility program and Faculty Mobility Grant offered by the Government of Canada. Additionally, the Nuuchah-nulth Tribal Council provided financial support for the Rural Indigenous Teacher Pathway program in Maui.

Designed to be culturally responsive and meaningful, the short term opportunities were developed in collaboration with local Indigenous communities, including support and guidance from the Nuuchah-nulth, and Canadian post-secondary institutions such as Northern Lights College, Coast Mountain College, Aurora College, Vancouver Island University, and Nova Scotia Community College. International partnerships were also integral, involving institutions like Te Whare Wānanga and Te Rito Maioha in New Zealand; Kapi'olani Community College and Maui Community College in Hawaii; and Global Learning Opportunities in Costa Rica.

Inbound Exchange:

In Winter 2025, OGE hosted 3 exchange students from Mexico at Comox Valley campus studying Fine Arts, DGL and Psychology. In Campbell River, OGE hosted a research student from Belgium who worked with CARTI on seaweed aquaculture techniques.

Recruitment and Enrolment

In spring 2025, we welcomed 6 new students that deferred from winter 2025 intake due to delays in study permit processing. NIC's international enrolment for spring and fall 2025 is reflective of ongoing changes in federal immigration policy. The international enrolment for spring 2025 is at 184, down by 32% compared to spring 2024, and international applications received for fall 2025 so far at 368, down by 50% compared to the same time last year. The decline in application numbers is somewhat better than the 59% overall reduction among BC colleges and 62% among colleges across Canada (according to IDP applicant trends 2025). The decline is particularly visible in programs such as business and associate degrees that are ineligible for Post-Graduation Work Permit under the new federal policy. It is still too early to predict our new student fall numbers with all of the study permit uncertainty, but we should be close to our projected new student numbers.

STUDENTS AND COMMUNITY ENGAGEMENT

Submitted by Michelle Badger, Office of the Registrar

With convocation just around the corner, North Island College is honoured to celebrate this milestone with the introduction of four handcrafted paddles, created by Indigenous artists representing the First Nations connected to each of NIC's campuses. Commissioned specifically for the 2025 Convocation ceremonies, the paddles will take their place in this year's celebrations, adding a profound connection to community, history, and learning.

For more details on the paddles and the artists who crafted them, please read full media release <https://www.nic.bc.ca/about/news/stories/ceremonial-paddles.html>.



Artist Karver Everson



Artist Mervyn Child



Artist William Henderson



North Island College

Audit Findings Report
for the year ended March 31, 2025

KPMG LLP

Prepared for the meeting on June 6, 2025

kpmg.ca/audit



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Key contacts in connection with this engagement



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Digital use information

This Audit Findings Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this slide.



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12	Control deficiencies	14	Policies and practices	15	Appendices		

The purpose of this report is to assist you, as a member of the Finance and Audit Committee, in your review of the results of our audit of the financial statements. This report is intended solely for the information and use of Management, the Finance and Audit Committee, and the Board of Governors and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.



Audit highlights



No matters to report



Matters to report – see link for details

Status

We have completed the audit of the financial statements, with the exception of certain remaining outstanding procedures, which are highlighted on the 'Status' slide of this report.



Significant changes



Significant changes since our audit plan



- There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

Risks and results



Significant risks



- No other risks identified beyond those required by professional standards - presumed risk of management override of controls



Other risks of material misstatement



- Tangible capital assets
- Salaries, benefits and accrued severance costs
- Revenue, receivables and deferred revenue
- Payables, accrued liabilities and expenses



Going concern matters



Uncorrected misstatements



Uncorrected misstatements



We have included a prior year misstatement identified by management which impacts both current and prior years and remains uncorrected in the financial statements. See page 11.

Corrected misstatements



Corrected misstatements

We identified a disclosure misstatement of \$84,412 in the contractual obligation note disclosure for Port Alberni Campus and Satellite which has been corrected.

Control deficiencies



Significant deficiencies



We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting. We identified a performance improvement observation related to review of journal entries. See page 13.

Policies and practices & Specific topics



Significant unusual transactions



Accounting policies and practices



Other financial reporting matters





Status

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include amongst others:

- Obtaining the related party confirmation from North Island College Foundation
- Completing our discussions with the Finance and Audit Committee
- Obtaining evidence of the Board of Governor's approval of the financial statements
- Obtaining a signed management representation letter
- Completing subsequent event review procedures up to the date of the Board of Governor's approval of the financial statements

We will update the Committee, and not solely the Chair, on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditor's report, a draft of which is included in the draft financial statements, will be dated upon the completion of any remaining procedures.

The auditor's report has been modified from the standard report due to the following additional section:

- An Emphasis of Matter section related to the Financial Reporting Framework. Specifically, that the financial statements are required to be prepared under Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the "Province")





Significant risks and results



Fraud risk from management override of controls

This is a presumed fraud risk in accordance with Canadian Auditing Standards. Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities. We have not identified any specific additional risks of management override relating to this audit.

Our Response

Our procedures included:

- testing of journal entries and other adjustments
- performing a retrospective review of estimates
- evaluating the business rationale of significant unusual transactions.

Significant findings

- KPMG noted that journal entries posted by the Director of Finance were not reviewed hence there is a risk that exists with inadequate oversight over those entries. KPMG notes that quarterly financial reports are prepared by management and are presented to the Finance and Audit Committee at each meeting for review. This serves as a check to mitigate the risk of material misstatements caused by inappropriate journal entries, as these reviews performed by the Finance and Audit Committee are designed to detect material anomalies.

We noted no other issues as a result of our testing.





Other risks of material misstatement and results



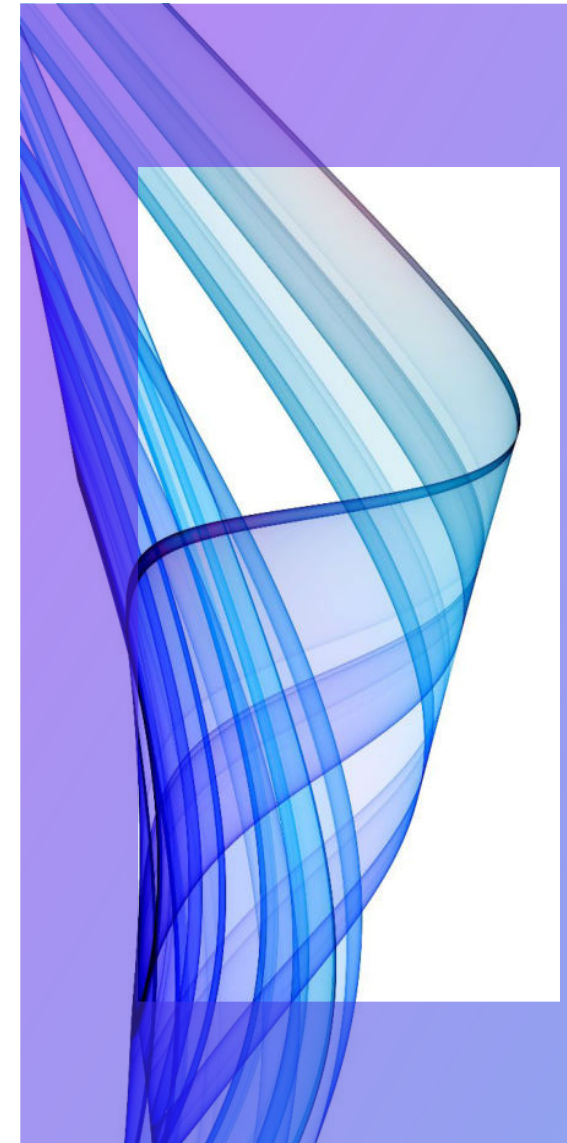
Annual assessment of the going concern assumption

Our procedures

- PS1000 Financial Statement Concepts for Public Sector Accounting Standards requires management to annually assess the entity's ability to continue as a going concern. Specifically taking into consideration all information, at a point in time, that is available about the future. The assessment should be evaluated for a period, at minimum, of twelve months.
- In turn, Canadian Auditing Standard 570 Going Concern, requires an auditor to obtain management's assessment, inclusive of appropriate audit evidence to conclude on the appropriateness of management's use of the going concern basis of accounting.
- Procedures performed over management's assessment included the following:
 - Determining if there are any conditions that cast significant doubt over the entity's ability to continue operations such as expected decline international tuition revenue
 - Assessing management's mitigating plans should any such conditions be identified, such as obtaining and inspecting a copy of the approved 2025-2026 budget and applicable correspondences with the Ministry of Post-Secondary Education and Future Skills and workforce reduction plans.
 - Evaluating the feasibility and reasonability of management's plans based on current facts
 - Obtaining management representations regarding any change in the analysis and their conclusions, right up to the audit report date
- An auditor is required to conclude on the appropriateness of the going concern basis of accounting, adequacy of management's disclosures and impact, if any, on the auditor's report

Results

- We noted no issues as a result of the procedures performed.





Other risks of material misstatement and results



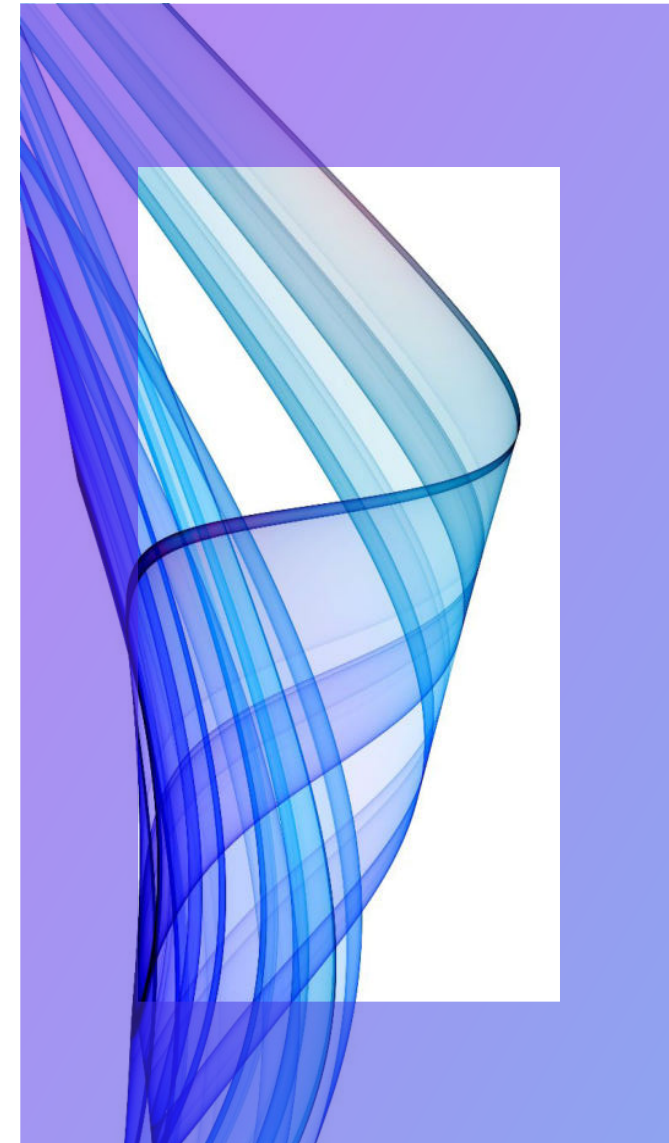
Tangible Capital assets

Our procedures and results

- During FY2025, capital additions were \$47.7 million, across buildings, furniture and equipment, computer equipment, vehicles and assets under construction that are not yet ready for use. The total additions related to the Student Housing project in the year were \$38.4 million. As at March 31, 2025, the estimated contract cost was \$74.3 million.
- We selected a sample of additions during the year and compared the amounts recorded as additions to supporting third party evidence.
- We updated our understanding of the College's current capital projects and contractual commitments, including the Student Housing project.
- We tested deferred capital contributions to assess if amounts are appropriately restricted and accurately recorded.
- We tested repairs and maintenance expenses to assess that items are not capital in nature.
- We recalculated amortization expense on the capitalization date and useful life of each asset and compared to actual. We also performed analytical procedures over the amortization of deferred capital contributions by comparing to prior year and comparing to amortization of funded tangible capital assets.

KPMG notes that management identified a correction of 2024 amortization of tangible capital assets and corresponding deferred capital contributions in the current year due to errors in the parameters used to run depreciation in the prior year. This resulted in an understatement of \$159,591 in opening accumulated surplus and an overstatement of net income in 2025. The correction relates to prior periods and is not considered material to the financial statements.

We noted no other issues as a result of the procedures performed.





Other risks of material misstatement and results

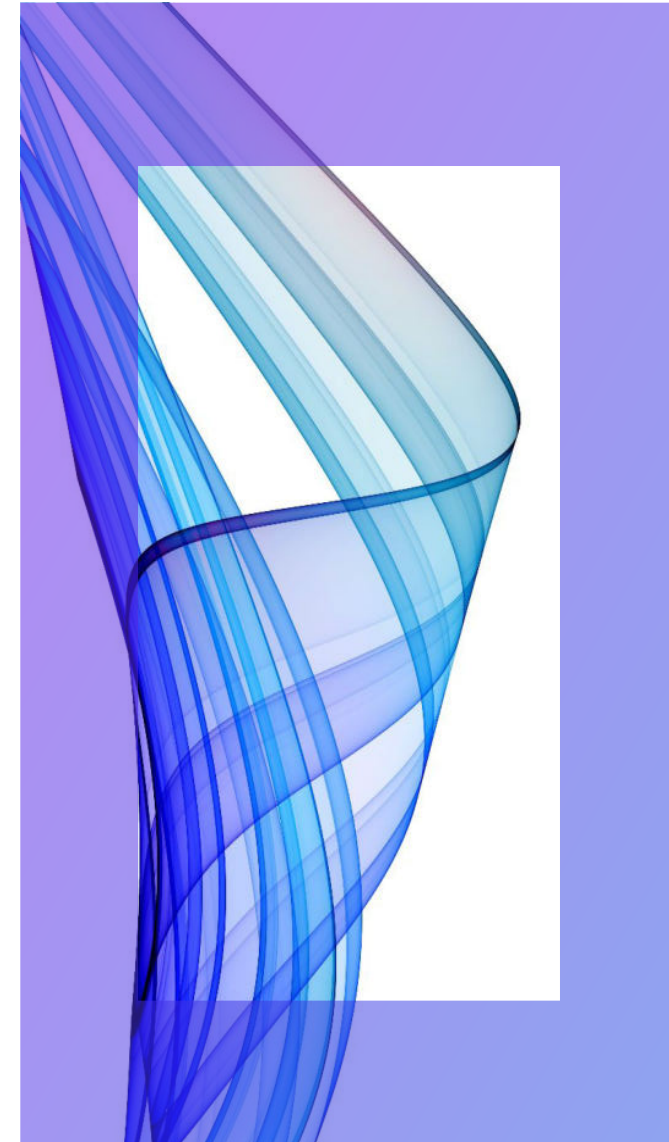


Salaries and benefits

Our procedures and results

- During 2025, the College undertook workforce adjustments which resulted in an increase in severance liability of \$531,084 for the year ended March 31, 2025. We obtained an understanding of management's calculations and assessed the reasonability of the assumptions used (i.e. rates of pay, union agreement entitlement, etc.). We concur with management's calculations and disclosures related to the severance liability at year end.
- We reviewed payroll processes surrounding new hires, terminations, and other relevant changes to employees.
- We selected a sample of payroll costs and agreed them to pay contracts and payment from the bank, or payroll accrual to ensure payroll expenses were accurately recorded.
- We obtained the reconciliation of the payroll expenses for the period from the payroll system to the general ledger and select reconciling items for testing by reviewing supporting documentation.
- We reviewed financial statement presentation, including related note disclosure and confirm that it is in accordance with PSAB guidelines.

We noted no issues as a result of the procedures performed.





Other risks of material misstatement and results



Revenue, receivables and deferred revenue

Our procedures and results

- We updated our understanding of the College's revenue process and revenue recognition policies.
- We agreed operating and capital grant revenue balances to supporting documentation and confirmations.
- We tested a sample to tuition revenue and agreed to evidence of enrolment and revenue recognition.
- We performed substantive analytical procedures on deferred tuition revenue comparing actual balances to expectation
- We reviewed other revenue balances and performed analytical procedures comparing actual balances to expectations.
- We tested the receipt and expenditure of significant grants and other funding received and/or spent by the College in the year.
- Deferred revenue receipts and disbursements were sample tested to verify that the amounts recognized as an increase met the definition of a liability and disbursements met the required stipulations to be recognized as revenue.

We noted no issues as a result of the procedures performed.

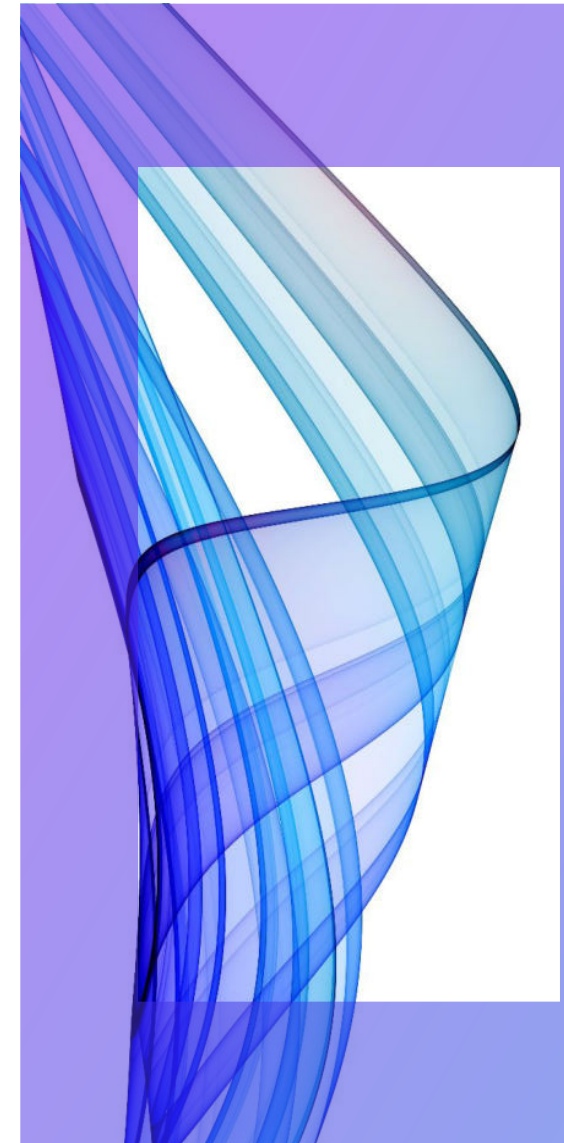


Payables, accrued liabilities and expenses

Our procedures and results

- We updated our understanding of the College's procurement process over the initiation, authorization, recording and processing of disbursements.
- We performed a search for unrecorded liabilities by testing payments made subsequent to year end and assessing the completeness of liabilities and expenses. Furthermore, we tested purchases made before and after year end.
- We compared actual expenses and liabilities to expectations taking into account known significant changes in operations and costs.
- We verified the accuracy of accruals to assess their reasonability.
- We tested expense reports (across various levels of the College) to ensure appropriate review per the College's reimbursement policies.

We noted no issues as a result of the procedures performed.





Corrected and uncorrected misstatements

Corrected and uncorrected misstatements include financial presentation and disclosure omissions.



Impact of corrected misstatements

We noted one disclosure adjustment which has been corrected in the financial statement notes as follows:

- An increase of \$84,412 in the disclosure of contractual obligation and contractual rights for Port Alberni Campus and Satellite.

Impact of uncorrected misstatements – Not material to the financial statements

The management representation letter includes the Summary of Uncorrected Misstatements, which discloses the impact of all uncorrected misstatements considered to be other than clearly trivial, including the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole.

We identified one difference that remain uncorrected:

- Recognition of \$159,591 in prior year amortization of tangible capital asset (TCA) and related deferred capital contributions (DCC). This resulted in an understatement of opening accumulated surplus and an overstatement of net income in 2025.

Based on both qualitative and quantitative considerations, management have decided not to correct certain misstatements and represented to us that the misstatements—individually and in the aggregate—are, in their judgment, not material to the financial statements. This management representation is included in the management representation letter.

We concur with management's representation that the uncorrected misstatement is not material to the financial statements. Accordingly, the uncorrected misstatement has no effect on our auditor's report.

	Statement of operations	Financial position		
Description	Annual Surplus (Decrease) Increase	Assets (Decrease) Increase	Liabilities (Decrease) Increase	Opening accumulated surplus (Decrease) Increase
Recognition of prior year error in TCA and DCC amortization.	(159,591)	-	-	159,591
Total uncorrected misstatements	(159,591)	-	-	159,591



Control deficiencies

Consideration of internal control over financial reporting (ICFR)

In planning and performing our audit, we considered ICFR relevant to the Entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.

Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

A deficiency in internal control over financial reporting

A deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A deficiency in design exists when (a) a control necessary to meet the control objective is missing or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed, or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

Significant deficiencies in internal control over financial reporting

A deficiency, or a combination of deficiencies, in internal control over financial reporting that, in our judgment, is important enough to merit the attention of those charged with governance.

We did not identify any significant deficiencies in internal control over financial reporting. We identified a performance improvement observation. See next page



Control deficiencies (Continued)

Performance improvement observation

Description	Observation and implication	Recommendation
Internal controls over financial reporting	<p>KPMG reviewed the controls within the College's operations processes to gain an understanding of internal controls around financial reporting. We noted that there is no review of journal entries posted by the Director of Finance therefore there is a risk that material errors are not detected and corrected in a timely manner.</p> <p>KPMG notes that financial reports are reviewed periodically by the Vice President, Finance and College Services and the Audit and Finance Committee.</p>	<p>KPMG recommends that all entries to the general ledger be reviewed by an appropriate individual.</p>



Other financial reporting matters

We also highlight the following:



Significant accounting policies



- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the College's transactions in relation to the period in which they were recorded, other than matters previously described in this report.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
- There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.



Significant accounting estimates



- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.
- There were no significant factors affecting the College's asset and liability carrying values.



Significant qualitative aspects of financial statement presentation and disclosure



- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.

Appendices

1

Required
communications

2

Management
representation letter

3

Audit Quality

4

Current developments

5

Changes to auditing
standards

6

Thought leadership
and insights



Appendix 1: Required communications



Auditor's report

Refer to the draft report attached to the financial statements.

Engagement letter

A copy of the engagement letter has been provided to management.



Independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the Committee's approved protocols. We confirm our independence to the Committee.

Management representation letter

A copy of the management representation letter is attached.



Appendix 2: Management representation letter

See the following pages for a draft copy of the management representation letter

KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria, BC V8W 3Y7
Canada

June 19, 2025

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as “financial statements”) of North Island College (“the Entity”) as at and for the period ended March 31, 2025.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in [Attachment I](#) to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated January 25, 2023, including for:
 - the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
 - providing you with all information of which we are aware that is relevant to the preparation of the financial statements (“relevant information”), such as financial records, documentation and other matters, including:
 - the names of all related parties and information regarding all relationships and transactions with related parties;
 - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of the board of governors and committees of the board of governors that may affect the financial statements. All significant actions are included in such summaries.
 - providing you with unrestricted access to such relevant information.
 - providing you with complete responses to all enquiries made by you during the engagement.

- providing you with additional information that you may request from us for the purpose of the engagement whether from group or component management.
- providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- ensuring that internal auditors providing direct assistance to you, if any, were instructed to follow your instructions and that we, and others within the Entity, did not intervene in the work the internal auditors performed for you.

Internal control over financial reporting:

- We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

Fraud & non-compliance with laws and regulations:

- We have disclosed to you:
 - the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
 - all information in relation to fraud or suspected fraud that we are aware of that involves:
 - management;
 - employees who have significant roles in internal control over financial reporting; or
 - others
 - where such fraud or suspected fraud could have a material effect on the financial statements.
 - all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, short sellers, or others.
 - all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements or illegal acts, whose effects should be considered when preparing financial statements.
 - all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment, or disclosure, in the financial statements have been adjusted or disclosed.

Related parties:

- We have disclosed to you the identity of the Entity's related parties.
- We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- All related party relationships and transactions/balances have been appropriately accounted for, and disclosed, in accordance with the relevant financial reporting framework.

Estimates:

- The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

Going concern:

- We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

Misstatements:

- The effects of the uncorrected misstatements described in [Attachment II](#) are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- We approve the corrected misstatements identified by you during the audit described in [Attachment II](#).

Non-SEC registrants or non-reporting issuers:

- We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Other:

- We confirm that we have provided you with a complete list of service organizations (SO) and sub-service organizations (SSO) and that the relevant complementary user entity controls (CUECs) related to each SO/SSO have been designed and implemented. For the purpose of this representation, a service organization is one as defined in CAS 402.

Yours very truly,

Colin Fowler, Vice-President Finance & College Services

Sue Fleck, Director of Finance

DRAFT

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

Information is obscured if it is communicated in a way that would have a similar effect for users of financial statements to omitting or misstating that information. The following are examples of circumstances that may result in material information being obscured:

- a) information regarding a material item, transaction or other event is disclosed in the financial statements but the language used is vague or unclear;
- b) information regarding a material item, transaction or other event is scattered throughout the financial statements;
- c) dissimilar items, transactions or other events are inappropriately aggregated;
- d) similar items, transactions or other events are inappropriately disaggregated; and
- e) the understandability of the financial statements is reduced as a result of material information being hidden by immaterial information to the extent that a primary user is unable to determine what information is material.

Fraud & error

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

Attachment II – Summary of Audit Misstatements Schedule(s)

2025 Summary of corrected misstatements

- Disclosure difference of \$84,412 related to contractual obligation and contractual rights for Port Alberni Campus and Satellite has been corrected.

2025 Summary of uncorrected misstatement

	Statement of operations	Financial position		
Description	Annual Surplus (Decrease) Increase	Assets (Decrease) Increase	Liabilities (Decrease) Increase	Opening accumulated surplus (Decrease) Increase
Recognition of prior year error in TCA and DCC amortization.	(159,591)	-	-	159,591
Total uncorrected misstatements	(159,591)	-	-	159,591

2024 Summary of uncorrected misstatement

	Statement of operations	Financial position		
Description	Annual Surplus (Decrease) Increase	Assets (Decrease) Increase	Liabilities (Decrease) Increase	Opening accumulated surplus (Decrease) Increase
Recognition of prior year error in TCA and DCC amortization.	159,591	750,108	590,517	-
Total uncorrected misstatements	159,591	750,108	590,517	-



Appendix 3: Audit quality - How do we deliver audit quality?

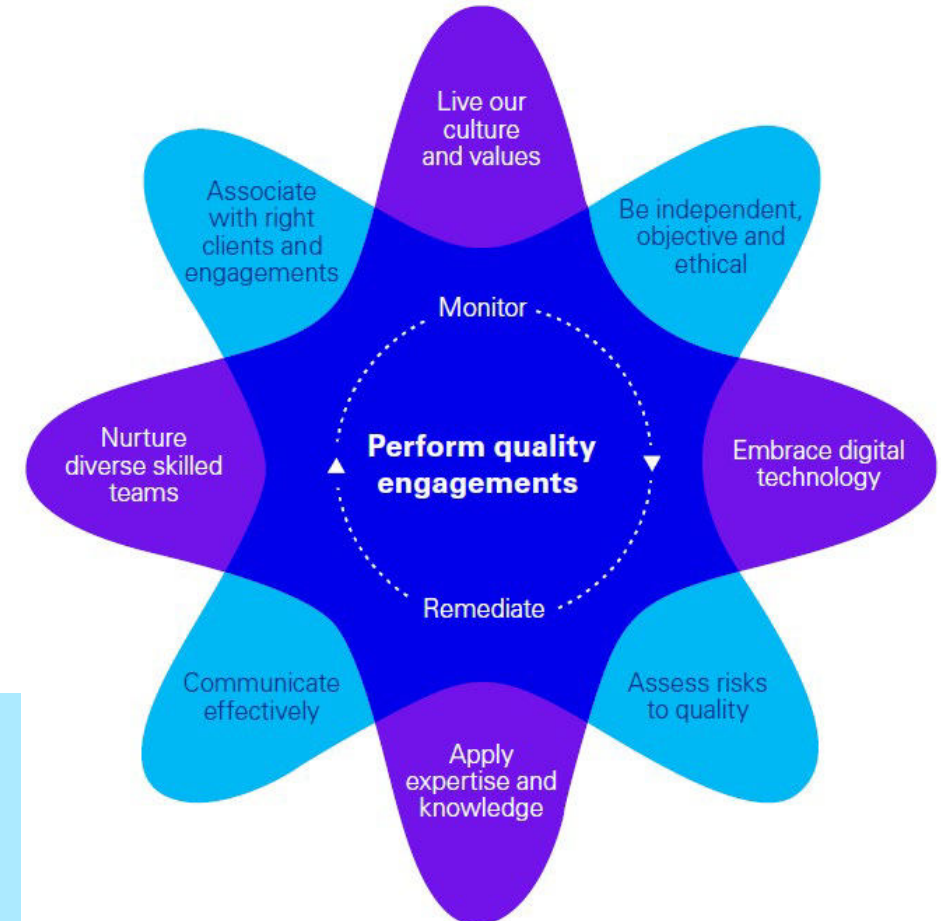
Quality essentially means doing the right thing and remains our highest priority. Our Global Quality Framework outlines how we deliver quality and how every partner and staff member contributes to its delivery.

The drivers outlined in the framework are the ten components of the KPMG System of Quality Management (SoQM). Aligned with ISQM 1/CSQM 1, our SoQM components also meet the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements. Learn more about our system of quality management and our firm's statement on the effectiveness of our SoQM:

 [KPMG Canada Transparency Report](#)

We define 'audit quality' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality management**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics** and **integrity**.



Doing the right thing. Always.



Appendix 4: Current developments

Changes to accounting standards

Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> The revised Conceptual Framework is effective for fiscal years beginning on or after April 1, 2026 with early adoption permitted. The framework provides the core concepts and objectives underlying Canadian public sector accounting standards. The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.
Financial Statement Presentation	<ul style="list-style-type: none"> The proposed section PS 1202 <i>Financial statement presentation</i> will replace the current section PS 1201 <i>Financial statement presentation</i>. PS 1202 <i>Financial statement presentation</i> will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption is permitted. The proposed section includes the following: <ul style="list-style-type: none"> Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. Separating liabilities into financial liabilities and non-financial liabilities. Restructuring the statement of financial position to present total assets followed by total liabilities. Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”. A new provision whereby an entity can use an amended budget in certain circumstances. Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.



Appendix 4: Current developments (continued)

Changes to accounting standards (continued)

Standard	Summary and implications
Employee Benefits	<ul style="list-style-type: none"> The Public Sector Accounting Board has issued proposed new standard PS 3251 <i>Employee benefits</i> which would replace the current sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. After evaluating comments received about the July 2021 exposure draft, a new re-exposure draft was released in October 2024. The re-exposure draft continues to use principles from International Public Sector Accounting Standard 39 <i>Employee benefits</i> as a starting point to develop the Canadian standard. The proposed standard would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. The re-exposure draft also proposes that fully funded post-employment benefit plans use a discount rate based on the expected market-based return of plan assets and unfunded plans use a discount rate based on the market yield of government bonds, high-quality corporate bonds or another appropriate financial instrument. A simplified approach to determining a plan's funding status is provided. For most other topics, the re-exposure draft is consistent with the original exposure draft. A few exceptions are: <ul style="list-style-type: none"> Deferral provisions – Remeasurement gains and losses will be presented as part of accumulated remeasurement gains and losses. Valuation of plan assets – Public sector entities may continue to recognize non-transferable financial instruments that meet the definition of plan assets under existing PS 3250 guidance. Joint defined benefit plans – Defined benefit accounting will be used for measurement of the proportionate share of the plan, instead of previously proposed multi-employer plan accounting which was based on defined contribution plan concepts. Disclosure of other long-term employee benefits and termination benefits – The re-exposure draft does not include prescriptive disclosure requirements for other long-term employee benefits and termination benefits. The proposed section PS 3251 <i>Employee benefits</i> will apply to fiscal years beginning on or after April 1, 2029. Early adoption will be permitted and guidance applied retroactively, with or without prior period restatement. Comments on the re-exposure draft were due on January 20, 2025. The re-exposure draft can be viewed at the following link: Click here



Appendix 4: Current developments (continued)

Changes to accounting standards (continued)

Standard	Summary and implications
Intangible assets	<ul style="list-style-type: none"> The Public Sector Accounting Standards Board has issued proposed new standard PS 3155 <i>Intangible Assets</i> which would replace Public Sector Guideline 8 <i>Purchased Intangibles</i>. The new standard would be effective for fiscal years beginning on or after April 1, 2030 with early adoption permitted. The standard will include foundational guidance on acquired and internally generated intangibles. It excludes intangible assets addressed in other public sector accounting standards and other intangible items such as exploration and extraction costs for non-renewable resources or intangible assets related to insurance contracts. The definition of “intangible assets” requires an intangible resource to be separate and identifiable from goodwill. It also requires that the entity has control over the intangible resource, future economic benefits flow from the intangible resource, and the intangible resource is the result of a past transaction and/or other events. Internally generated goodwill is not permitted to be recognized as an asset. An intangible resource is recognized when it meets the definition of an intangible asset and the asset’s cost can be measured in a faithfully representative way. The generation of the asset is classified into a research phase and a development phase. Expenditures from the research phase of an internally generated project are expensed. An intangible asset arising from the development phase can be recognized if it meets certain requirements. Intangible assets are initially measured at cost and subsequently carried at cost less accumulated amortization and accumulated impairment losses. Intangible assets acquired through a non-exchange transaction are measured at fair value as of the date it is acquired. Comments on the exposure draft are due on May 30, 2025. The exposure draft can be viewed at the following link: Click here
Cloud computing arrangements	<ul style="list-style-type: none"> As part of its intangible assets project, the Public Sector Accounting Standards Board is also developing guidance on cloud computing arrangements. To ensure the development of this accounting guidance reflects current practices and needs, a survey has been launched to gather insights. The survey will inform the Public Sector Accounting Board about the types of cloud computing arrangements being encountered, magnitude of costs, key arrangement terms, current accounting policies and unique challenges in practice. We encourage all entities to complete the survey by May 30, 2025, which is at the following link: Click here



Appendix 5: Changes to auditing standards

Effective for periods beginning on or after December 15, 2024

ISA 260/CAS 260

.....
Communications
with those
charged with
governance

ISA 700/CAS 700

.....
Forming an
opinion and
reporting on the
financial
statements

Click here for information about CAS 260
and CAS 700 from CPA Canada:
[Amended CAS 260 and CAS 700](#)



Appendix 6: Higher Education thought leadership and insights

Note: Click on images to visit document link.



Space Optimization and Facilities Management

[Optimizing of space and facilities management could lead to cost savings and revenue generation opportunities.](#)

Many higher education institutions were established decades ago – when enrollment levels, academic programming, course curriculum, and methods of instruction were significantly different. While aspects of academic programming have changed, many higher education institutions are trying to find ways to adapt facilities that were built decades ago to today's needs. This generally results in a challenges with the ability to optimize space utilization (which has since further been exacerbated through COVID, which brought about hybrid and hi-flex course delivery). By undertaking a methodical review of programmable space, higher education institutions may uncover cost savings and/or revenue generating opportunities. Find out more.



ESG and Sustainability Strategy

[ESG and Sustainability continues to be a priority for higher education institutions across Canada.](#)

As Canadian higher education institutions make commitments to sustainability, such as achieving Net Zero, adopting Diversity, Equity, and Inclusion practices, and enhancing Governance, it is becoming more common for stakeholders to expect to see the evidence substantiating these commitments. Having a plan that demonstrates how commitments will be prioritized, actioned, and reported on, helps to achieve internal alignment, particularly in allocating resources to support implementation. This also enables institutions to demonstrate the full scope of their commitments comprehensively – through transparent and robust Sustainability Plans and ESG Reports. Find out more.



On the 2025 Higher Education Audit Committee Agenda

[Six key objectives for audit committees to consider as they navigate the complex and rapidly changing environment of higher education.](#)

Audit committees can expect their institution's reporting, compliance, risk, and internal control environment to be put to the test in 2025. In this article by KPMG US, we recommend they consider six objectives as they carry out their agendas. Find out more.

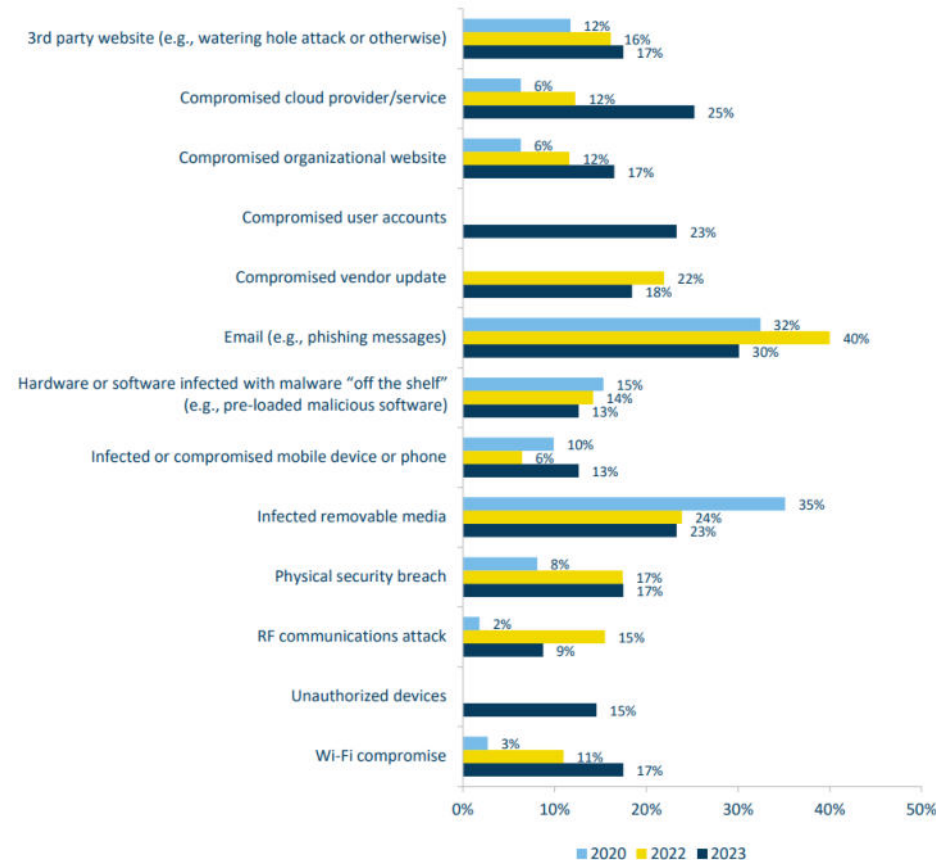


Appendix 6: Thought leadership and insights (continued)

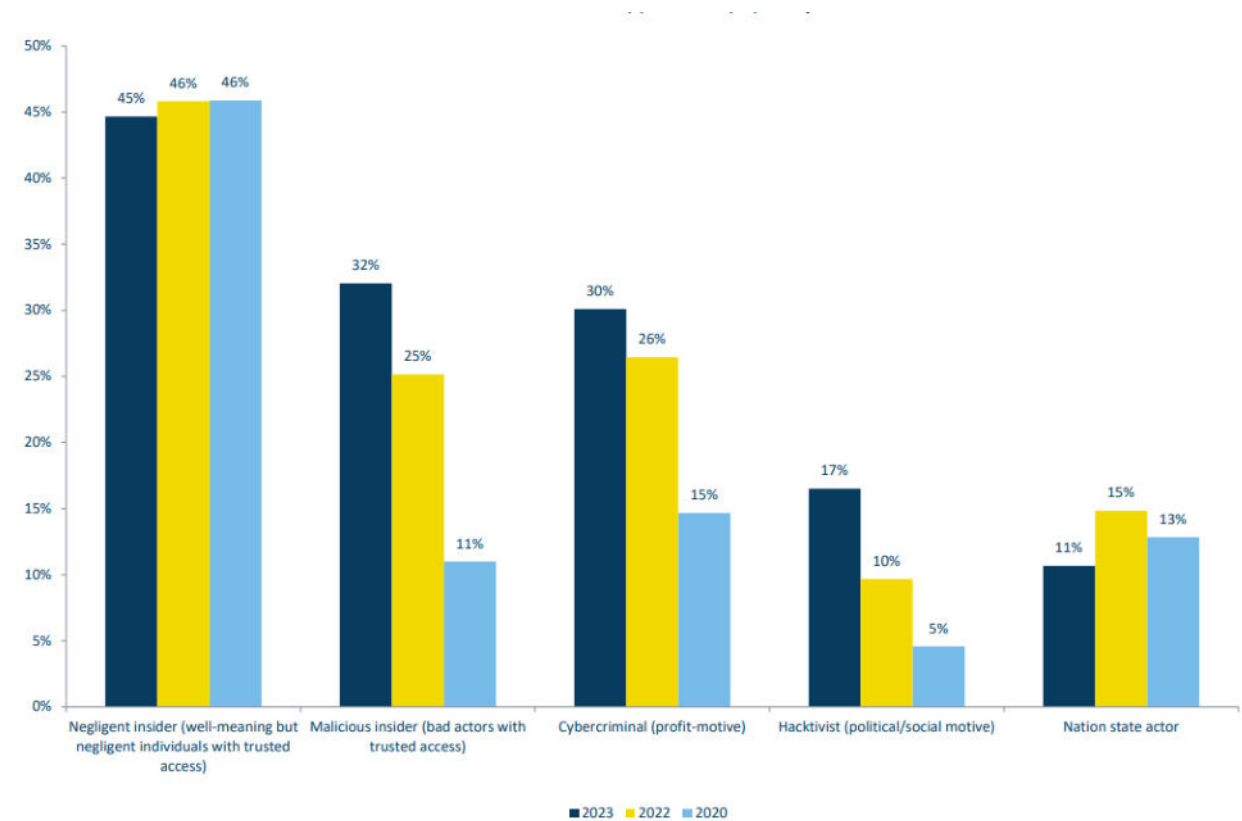
Ransomware in Canada

Canada is the fourth highest victim of ransomware attacks after the US, UK and Malaysia. Where ransomware attacks are successful, the costs can be substantial. COVID-19, lockdown and a shift to remote working has seen a rise in ransomware incidents. Vulnerabilities in people, process and technology controls, due to a shift to remote working over this period, have presented opportunities for cyber criminals.

Trends in types and frequency of cyber incidents



Trends in how cyber incidents arise



Source: The (CS)2 AI-KPMG Control System Cybersecurity Annual Report



Appendix 6: Thought leadership and insights (continued)

Where are Finance Teams adopting AI

Finance's role as a business partner has put them in an ideal position to lead enterprise adoption

Generating commentary

Reduce the time and effort needed to create recurring materials required for financial reporting, business reviews, management reports, and board meetings.



Forecasting & budgeting

Integrating predictive models, creating scenarios, and generating insights on potential financial outcomes.



Generating strategic insights

Partner with other functions to provide insights across the business. Use finance's position to inform strategic decisions and solve problems with pricing, performance, and benchmarking metrics.



Collecting marketing intelligence

Powerful research tool able to find and synthesize public data to generate insights on markets, competitors, and customers.



Managing contracts

Generative AI tools can draft contracts with preferred terms and prioritize contract reviews based on deviations from standard terms and conditions.



Detecting anomalies

Generative AI shows promise as a tool for detecting errors and potential fraud. It can compare new data with past patterns to identify anomalies.




AI naturally aligns to CFO's existing responsibilities related to business strategy, digital transformation, and risk management

Appendix 6: Thought leadership and insights (continued)

AI brings Risks as well as Opportunities

Internal Risks & Considerations

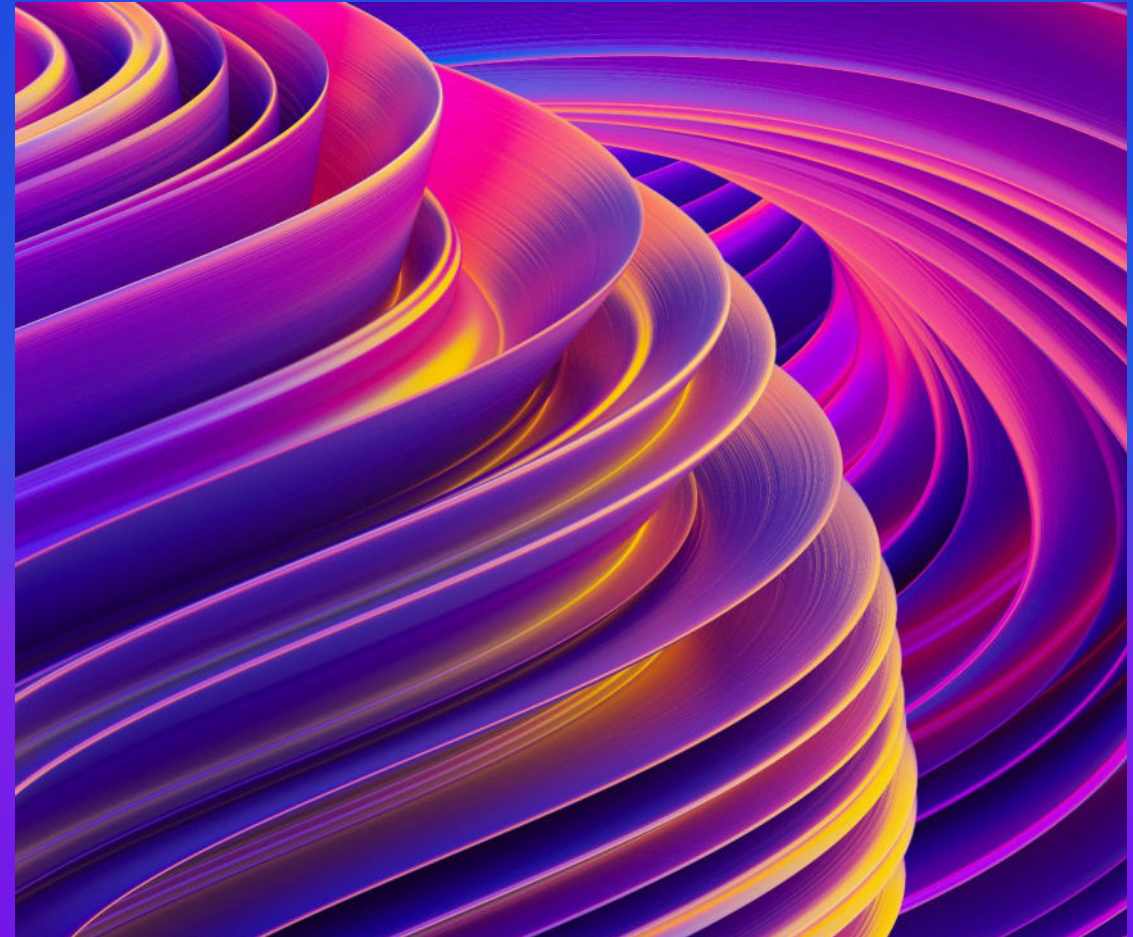
External Risks & Considerations

	Breaking Confidentiality		Employee Misuse and Inaccuracies		Talent Implications		Policies and Regulations
Many Generative AI models are built to absorb user-inputted data to improve the model over time. This could lead to exposure of key confidential information		Models generate responses based on input, so there is a risk of providing false or malicious content. Employees need to be cautious and review AI-generated content with a critical		Professionals need to be made aware of their role in training and evolving the solution as high-quality output can only be achieved through high-quality, expert queries		As the world's understanding of AI evolves, more policies and regulations will be brought upon by regulators which in turn need to be complied with	
	Misinformation, Bias and Discrimination		Financial, Brand & Reputational Risk		Intellectual Property and Copyright		Cybersecurity
The model could generate a response containing inappropriate information or language. In cases where the model does not have an accurate response, it may 'hallucinate' with a false response.		Copying AI-produced information or code into any deliverable or product could constitute copyright infringement leading to legal and reputational harm		Risks in copyright includes the potential creation of unauthorized plagiarized content, leading to infringement and violations of intellectual property rights		Generative AI models could be trained and employed for many cybersecurity attacks such as phishing scams, malware, data poisoning etc.	



<https://kpmg.com/ca/en/home.html>

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Report to: Acting President Tony Bellavia

Prepared by: Mez Jiwaji, Associate Director, Student Life & Housing

Date: June 7, 2025

RE: NIC's Implementation of the Sexualized Violence Prevention and Response Policy 3-34 in accordance with Sexual Violence and Misconduct Policy Act [SBC 2016] c. 23

This report covers the period from June 1, 2024 – May 31, 2025

Sexualized Violence Prevention and Response Policy #3-34

On May 19, 2016, the provincial government passed the BC Sexual Violence and Misconduct Policy Act [SBC 2016] c. 23 (the 'Act'). This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:

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

NIC's [Sexualized Violence Prevention and Response Policy #3-34](#) came into effect on April 20, 2017. The Act governing the policy requires that a review of the policy be undertaken every 3 years. The current policy was approved September 28, 2023, and is due to be reviewed in September 2026.



NIC used the refresh of the website in February 2025 as an opportunity to update its Sexualized Violence Prevention and Response [webpage](#). The new page focuses on supporting survivors and articulating processes for making disclosures and reports of SV.



Reports of Sexualized Violence at NIC

Students make disclosures and reports of sexualized violence to members of the Counselling team and to Student Affairs/Student Life & Housing. Employees may disclose and report to the Manager, Human Resources. The data below reflects student disclosures and reports received through these channels.

Table: Student Disclosures and Reports of Sexualized Violence by Campus

Reporting Period	Port Alberni	Campbell River	Comox Valley	Mixalakwa	Total
Historical Cases	1	11	9	2	23
June 1, 2024 – May 31, 2025	2	4	2	0	8

We have noted an increase in the number of students coming forward to share their experiences—particularly historical experiences of sexualized violence—compared to prior years. This reflects a broader pattern of students accessing supportive spaces as they feel safer and more informed. Following each awareness campaign or educational initiative, there has been a noticeable uptick in conversations and disclosures, which speaks to the importance of creating accessible pathways for support and reporting.

It is important to note that these reports include a range of experiences that fall under the definition of sexualized violence. Sexualized violence includes any form of non-consensual sexual act, attempt to obtain a sexual act through coercion, unwanted sexual comments or advances, or acts to traffic or otherwise direct sexuality using force, threats, intimidation, or abuse of power. This includes but is not limited to:

- Sexual assault
- Sexual harassment
- Stalking or unwanted pursuit
- Indecent exposure
- Distribution of sexual images without consent
- Any other sexual act or behavior that causes harm or violates an individual’s boundaries or sense of safety

These disclosures may not all lead to formal investigations or complaints, but each one is responded to with care, confidentiality, and a trauma-informed approach that prioritizes student well-being and choice.

Update on Awareness and Prevention Activities

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

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

Since May 1, 2024, SVET has developed and/or coordinated the following projects to support SV prevention and response.

16 Days of Activism Against Gender-Based Violence (November 2024)

From November 25 (International Day for the Elimination of Violence Against Women) to December 10 (International Human Rights Day), the *16 Days of Activism* campaign mobilized collective action to address gender-based violence (GBV) through education, advocacy, and community engagement. Highlights included:



- **Awareness-raising** on disproportionate violence faced by women, girls, and 2SLGBTQQIA+ individuals, with calls to challenge harmful stereotypes and language.
- **Key observances**, such as the Day of Remembrance for the 14 women murdered in Montréal (December 6) and campaigns like *It's Not Just* targeting youth.
- **Resource-sharing**, including VictimLinkBC's 24/7 support line and local transition societies, alongside events like the *Coldest Night of the Year* walk.
- **Intersectional focus** on Indigenous women (MMIWG), workplace GBV, technology-facilitated violence, and the role of men and boys in prevention.

The campaign underscored that ending GBV requires sustained commitment—**#16DaysOfActivism #ENDGBVTogether**.

Raising Awareness about Sexual Violence & Consent (April 2025)

The campaign emphasized that sexual violence is about power and control—not sex—and highlighted the vital role of clear, ongoing, and enthusiastic consent in all interactions.



Through tabling and conversations across all our campuses, students and staff had the opportunity to explore topics such as recognizing non-consensual behaviors, supporting survivors, and understanding legal definitions of consent. A "True or False" activity debunked common myths, reinforcing that consent must be specific, reversible, and never assumed—even in established relationships.

The campaign also promoted available resources, including crisis lines like VictimLinkBC and the Kuu-us Crisis Line, as well as on-campus support. Feedback underscored the importance of continued dialogue and education to foster a safer, more informed community.

The take home message for this campaign, **Consent is mandatory, and support is always available**.

Intersectional Sexualized Violence Project

NIC were represented on the Intersectional Sexualized Violence Project. The experts that formed this collective supported the development of four resources.



- [*Technology Facilitated Sexualized Violence: An Introductory Training for B.C. Post-Secondary Institutions*](#)
A 45–60-minute, self-paced online course exploring technology-facilitated sexualized violence (TFSV) and its impacts, how to address it as a bystander, and how to support survivors of TFSV.
- [*The Medicine of the Berry Patch: A Guide for B.C. Post-Secondary Institutions to Support Indigenous Students*](#)

A call to action and self-paced online resource with videos, readings, and reflection questions for B.C. post-secondary institutions wanting to build support for First Nations, Métis, and Inuit students and survivors of sexualized violence.

- [*Communication, Healthy Relationships, and Consent: A Resource for B.C. Post-Secondary Institutions*](#)

An interactive, self-paced online resource, developed in H5P, providing foundational training in healthy communication and relationships, setting boundaries, and establishing consent.

- [*Power Dynamics and Boundaries: A Sexualized Violence Prevention Workshop for Graduate Students*](#)

A facilitator guide and PowerPoint slides to help B.C. post-secondary institutions offer training on power dynamics and sexualized violence in the graduate student context.

Over the next year, NIC will be adding the first three resources to its training portfolio.

Student participation in Data Collection

In 2025, NIC students participated in two provincial surveys, the Canadian Campus Wellbeing Survey and the Students Perceptions of Sexualized Violence Survey. We await the release of these data.

Representation on SV Committees

NIC continue their representation on the Ministry's Sexualized Violence Advisory Group.

NIC had the opportunity to provide feedback to the Ministry's Sexualized Violence Action Plan and look forward to its public release. The college's SVET looks forward to further conversations about how to activate the 12 actions in the five priority areas articulated in the Sexualized Violence Action Plan.

SUMMARY OF THE CANDIDATES FOR:

THE PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE, GOVERNOR GENERAL ACADEMIC MEDAL ~ 2024/2025

GOVERNOR GENERAL ACADEMIC MEDAL

Savannah Glennie	Practical Nursing Diploma	Campus: CV
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PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE

Certificate Program

GPA

Munir Mahmud	Engineering Foundations Certificate	Campus: CV
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AWARD GRADE METHOD

Natalie Jean	Health Care Assistant Certificate	Campus: CV
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Diploma Program

GPA

Elly Monteiro	Fine Arts Diploma	Campus: CV
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AWARD GRADE METHOD

Savannah Glennie	Practical Nursing Diploma	Campus: CV
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University Studies

Jennaya Thompson	University Studies	Campus: CV
Nicola Hall	University Studies	Campus: CV

Adult Basic Education

Makayla Laluha	Adult Basic Education	Campus: CR
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Bachelor Degree Programs

GPA

Taryn Sieben	Bachelor of Business Administration - Management	Campus: CV
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AWARD GRADE METHOD

Kohlton Tapp	Bachelor of Science in Nursing	Campus: CV
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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
QAPA	Quality Assurance Process Audit
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