



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
REGULAR MEETING**

To be held at the Comox Valley Campus, KMx 146  
Boardroom & virtually via Microsoft Teams

June 18<sup>th</sup>, 2026 @ 1:00 pm

**AGENDA**

	TOPIC	ATTACHMENT	ACTION	TIME
<b>1.</b>	<b>CALL TO ORDER</b>			
1.1	Acknowledgement of First Nations Traditional Territory		Acknowledge	
1.2	<a href="#">Declaration of Possible Conflict of Interest</a>		To declare	
1.3	Adoption of Agenda		To adopt	(5 mins)
<b>2.</b>	<b>CONSENT AGENDA</b>			
2.1	Minutes of the Regular Board Meeting of April 16, 2026	✓	To approve	
2.2	Executive Committee Meeting Minutes, June 4, 2026	✓	Information	
2.3	Governance and Board Development Committee Meeting Minutes, June 4, 2026	✓	Information	
2.4	Finance and Audit Committee Meeting Minutes, June 5, 2026	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
<b>3.</b>	<b>BOARD BUSINESS</b>			
3.1	2025/26 Full-time Equivalent (FTE) Enrolment Report	✓	To approve	
3.2	2025/26 Institutional Accountability Plan & Report (IAPR)	✓	To approve	
3.3	<i>BUILD</i> 2026 Strategic Plan and Year 5 Dashboard	✓	To approve	
3.4	Policy Approval Authority Update Recommendations			
3.4.1	Approval Authority Update: Policy 5-02 Media Relations	✓	To approve	
3.4.2	Approval Authority Update: Policy 1-06 Use of North Island College Developed Materials by Other Users	✓	To approve	

3.4.3	Approval Authority Update: Policy 1-17 Fair Dealing Policy (Copyright)	✓	To approve
3.4.4	Approval Authority Update: Policy 3-28 Intellectual Property	✓	To approve
3.4.5	Approval Authority Update: Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs	✓	To approve
<b>4.</b>	<b>REPORTS ON STRATEGIC ACTIVITIES</b>		
4.1	President		
4.1.1	Acting President’s Report		Information
4.2	Vice President, Finance and College Services		
4.2.1	Fiscal Year 2025/26 Audited Financial Statements	✓	To approve
4.2.2	NIC Five Year Capital Plan	✓	To approve
4.3	Chair, Education Council		
4.3.1	Education Council Report	✓	Information
<b>5.</b>	<b>INFORMATION (<i>attachments</i>)</b>		
5.1	Board Members Roundtable Discussion		
5.2	150244 - Letter to Public Post-Secondary Institution Board Chairs		
5.3	Board Workplan 2025/2026		
5.4	College Highlights – June 2026		
5.5	Sexualized Violence Prevention and Response Policy Annual Report		
5.6	Summary of Student Award Candidates, 2025/2026		
5.7	Commonly used acronyms		
5.8	<a href="#">Link to Board bylaws</a>		
<b>6.</b>	<b>NEXT MEETING DATES</b>		
6.1	Regular Meeting – October 1, 2026, Comox Valley Campus		
<b>7.</b>	<b>ADJOURNMENT</b>		2:45 pm

**BOARD MEMBERS PRESENT**

N. Arsenault, Community Member, Comox Valley Region, Chair  
A. Brady, Chair, Education Council  
L. Domae, President & CEO  
S. Dores, Community Member, Campbell River Region  
P. Gaudet, Support Staff Representative  
E. Hardin, Faculty Representative  
R. Kishi, Community Member, Comox Valley Region  
J. Langille, Community Member, Comox Valley Region, Vice Chair  
B. Johnson, Community Member, North Island Region  
C. Moglove, Community Member, Campbell River Region  
C. Stavness, Community Member, Comox Valley Region  
B. Turner, Community Member, Comox Valley Region  
V. White, Community Member, Port Alberni Region  
J. Whitehead, Student Representative

**REGRETS**

A. Ankit, Student Representative  
J. Jack, Community Member, Port Alberni Region

**GUESTS**

M. Allison, Director, College Governance & Strategy  
T. Bellavia, Vice President, Academic  
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. Haggith, Associate Vice President, College Experience  
K. Kuhnert, Vice President, Students & Community Engagement  
J. McGillis, Executive Assistant, Leadership Team & Board Operations

**GALLERY OBSERVERS**

There were 5 virtual gallery observers present including College employees and community members.

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**1. CALL TO ORDER**

N. Arsenault called the meeting to order at 1:00p.m.

**1.1 Acknowledgement of First Nations Traditional Territory**

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

N. Arsenault welcomed the Board members who were able to attend in person at the Mixalakwila Campus in Port Hardy and those members and observers online.

### **1.2 Declaration of Possible Conflict of Interest**

N. Arsenault invited any Board members to self-declare if they had an actual, potential or apparent conflict of interest at this time.

No declarations of conflict of interest were made by those present.

### **1.3 Adoption of Agenda**

N. Arsenault proposed that Item 3.4, Board Roundtable, be moved to the end of the agenda, subject to remaining available time.

**Moved N. Arsenault/ Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 16, 2026, AS AMENDED.**

**Motion carried**

## **2. CONSENT AGENDA**

### **2.1 Minutes of the Regular Meeting of February 5, 2026**

### **2.2 Executive Committee Regular Minutes, April 2, 2026**

### **2.3 Governance and Board Development Committee Minutes, April 2, 2026**

### **2.4 Finance & Audit Committee Regular Minutes, April 2, 2026**

### **2.5 Correspondence and Information (Agenda item #5)**

N. Arsenault noted that a Board member requested item 2.1 Minutes of the Regular Meeting of February 5, 2026, be removed for separate discussion and consideration.

**Moved N. Arsenault/ Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 16, 2026, WITH THE EXCEPTION OF ITEM 2.1, WHICH WILL BE DISCUSSED AND CONSIDERED SEPARATELY.**

**Motion carried**

### **2.1 Minutes of the Regular Meeting of February 5, 2026**

R. Kishi requested additional discussion of meeting practices and gallery observers from the February 5, 2026, Board meeting.

N. Arsenault recommended amending the minutes of the February 5, 2026, Board meeting to reflect that technical issues at the start of the meeting affected access for Board members and registered observers. A new Microsoft Teams meeting link was subsequently distributed, and the meeting resumed at 1:41 p.m. The matter was referred to the Governance & Board Development Committee, which conducted a fulsome review of Section 6.6 Meeting Practices of the Board Governance Manual. In addition, the college investigated the technical issues and identified a resolution going forward.

J. Whitehead requested an amendment to agenda item 4.5 Expedited Program Impact Assessment Outcomes – Programs Recommended for Suspension, to note that he had self-declared a conflict of interest for that agenda item and therefore did not vote.

**Moved B. Turner / Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES CONSENT AGENDA ITEM 2.1 MINUTES OF THE REGULAR MEETING OF FEBRUARY 5, 2026, AS AMENDED.**

**Motion carried**

### **3. BOARD BUSINESS**

#### **3.1 Board of Governors 2026/2027 Workplan**

N. Arsenault noted that Board committee meetings will be scheduled at a later date when the committee chair and membership have been established in the fall, to establish optimal committee meeting attendance.

L. Domae outlined the draft Board of Governors Workplan for the 2026/2027 academic year, noting that the schedule is designed to ensure the Board meets its statutory requirement of a minimum of four meetings per year. The workplan also reflects the Board's direction to hold meetings across all College regions, with a biannual rotation between the West Coast and Port Hardy regions.

Following a fulsome discussion of scheduling options for the Board's annual strategic session, the Board expressed desire to hold the strategic session on two consecutive dates in the fall, plus a single day in March 2027 as a result of the delay of the Provincial Review on Post-Secondary Education being released and the potential impact on strategic planning.

**Moved R. Kishi/ Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES AND ADOPTS ITS WORKPLAN FOR THE 2026/2027 ACADEMIC YEAR WITH THE NOTED AMENDMENT REGARDING POSSIBLE DATES FOR A TWO-DAY STRATEGIC SESSION AT THE COMOX VALLEY CAMPUS.**

**Motion carried**

#### **3.2 North Island Student Union (NISU) Membership Fee Collection & Remittance**

K. Kuhnert explained that as per the College and Institute Act, the Board of Governors directs the College to collect and remit membership fees on behalf of the North Island Students Union (NISU). She noted that this is an annual request and that membership fee amounts are set by the North Island Student Union.

**Moved R. Kishi / Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECT THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO THE NORTH ISLAND STUDENT UNION, AS OUTLINED IN THEIR FEBRUARY 2026 LETTER FOR THE 2026/2027 ACADEMIC YEAR.**

**Motion carried**

*M. Allison left the room at 1:28p.m. and C. Fowler entered the room. M. Allison rejoined the meeting virtually.*

#### **3.3 NIC Budget Fiscal Year 2026/2027**

C. Fowler outlined the historical context and factors that contributed to the 2026/2027 budget. There were three key considerations in the budget; the financial impact of the changes made by Immigration, Refugee and Citizenship Canada (IRCC) on international enrolment, which caused a projected revenue reduction of \$8.2M over a two-year period, which required deficit mitigation strategies to help balance the budget by 2027/2028. There were funding changes for trades training, which included updated rates for apprenticeship trades and additional funding for waitlisted apprenticeship programs, which the College successfully received. The Ministry also directed all institutions to find efficiencies in their operating costs.

C. Fowler presented the 2026/2027 budget with a \$650,470 reduced projected deficit. He noted that a revised 2025/2026 budget was approved by the Board of Governors on September 5<sup>th</sup>, 2025, with a projected deficit of \$2M continuing into 2026/2027. As required by the Ministry, any institution projecting a deficit into the next fiscal year is required to submit a deficit mitigation plan. He reported on steps taken to reduce the deficit which include an early retirement incentive program, vacancy management, operating cost savings and reductions and workforce reductions. These mitigation actions helped reduce the deficit from \$2M to approximately \$550,000 for the 2025/2026 year and \$650,470 for 2026/2027.

The Finance & Audit Committee reviewed the budget at their April 2<sup>nd</sup>, 2026, meeting and recommended it for Board approval and each Board member provided input prior to calling the vote.

The Board had a fulsome discussion of the budget and expressed gratitude and empathized with the difficult decisions that have been made to reach this point.

**Moved J. Langille / Seconded B. Turner: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2026/2027 BUDGET.**

**Motion carried**

#### **4. REPORT ON STRATEGIC ACTIVITIES**

##### **4.1 President**

##### **4.1.1 President's 2026/2027 Goals & Objectives**

L. Domae presented her President's Goals and Objectives for the 2026/2027 academic year which align with the college's mandate letter and strategic goals. She noted that the main theme is navigating change while focusing on the sustainability and evolution of North Island College.

**Moved S. Dores / Seconded B. Turner: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE PRESIDENT'S 2026/2027 GOALS AND OBJECTIVES.**

**Motion carried**

##### **4.2 Vice President, Academic**

T. Bellavia outlined the process of new course tuition and noted that the three new elective courses on the agenda require Board approval of tuition fees. Enhanced or differential tuition can only be applied to new courses which cannot be used as a core course in an existing program. Differential tuition provides an opportunity for the College to enhance tuition on new courses to better align with costs.

##### **4.2.1 New Course Tuition: Indigenous Studies (IST) 201**

T. Bellavia presented the new course tuition for Indigenous Studies (IST) 201: REconciliAction. The proposed tuition for this course is \$144.52/credit for domestic and \$527.06/credit for international.

**Moved R. Kishi/ Seconded B. Turner: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE TUITION FEE FOR INDIGENOUS STUDIES (IST) 201 AT \$144.52/CREDIT FOR DOMESTIC AND \$527.06/CREDIT FOR INTERNATIONAL, EFFECTIVE FOR THE 2026/27 ACADEMIC YEAR.**

**Motion carried**

#### **4.2.2 New Course Tuition: English (ENG) 191**

T. Bellavia presented the new course tuition for English (ENG) 191: Writing with GenAI. The proposed tuition for this course is \$144.52/credit for domestic and \$527.06/credit for international.

**Moved R. Kishi / Seconded B. Turner: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE TUITION FEE FOR ENGLISH (ENG) 191 OF \$144.52/CREDIT FOR DOMESTIC AND \$527.06/CREDIT FOR INTERNATIONAL, EFFECTIVE FOR THE 2026/27 ACADEMIC YEAR.**

**Motion carried**

#### **4.2.3 New Course Tuition: Engineering (ENR) 250**

T. Bellavia presented the new course tuition for Engineering (ENG) 250: Linear Circuits I. The proposed tuition for this course is \$144.52/credit for domestic and \$527.06/credit for international and a lab fee of \$68.58.

**Moved R. Kishi/ Seconded B. Johnson: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE TUITION FEE FOR ENGINEERING (ENR) 250, AT \$178.30/CREDIT FOR DOMESTIC AND \$527.06/CREDIT FOR INTERNATIONAL AND A LAB FEE OF \$68.58, EFFECTIVE FOR THE 2026/27 ACADEMIC YEAR.**

**Motion carried**

#### **4.2.4 Update on Program Suspension Process for Credentials Suspended on February 5, 2026**

T. Bellavia updated the Board on the program suspension process related to the 15 credentials approved for suspension at the February 5, 2026, Board meeting. As per Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs, suspension is defined as an existing credentialed program where the intake of new students is temporarily suspended and removed from the Academic calendar for a period of up to two years.

Following the February 5 Board meeting at which the Board voted in favor of suspension, the Vice President Academic and Associate Vice President, College Experience initiated the procedures of Policy 3-20, which includes a suspension recommendation package, to be reviewed and approved by the Vice President Academic. This package includes a completion (teach-out) plan and a work/resource plan for the 15 programs. T. Bellavia noted that the deans and directors of the respective programs will work with faculty through a three-phase process to determine if a program should be revised or retired and provide a recommendation to the Vice President Academic's office for final decision.

One Board member raised concerns about students being able to complete their courses or program. T. Bellavia emphasized that completion (teach-out) plans are developed through the Registrar's office on an individual student basis to support students in completion, as per the administrative practice within the College.

In response to a Board member's question about community stakeholder consultation, T. Bellavia noted the second phase includes a feasibility study which incorporates stakeholder input.

#### **4.4 Chair, Education Council**

##### **4.4.1 Education Council Report**

A. Brady noted that the Education Council met on March 13<sup>th</sup>, 2026, and has moved their internal elections to the spring to align with the revised Election Rules and Regulations set by the Registrar.

#### **5. INFORMATION**

The Board received the following information items:

- 5.1 Board Workplan, 2025/2026
- 5.2 College Highlights, April 2026
- 5.3 Commonly used acronyms
- 5.4 Link to Board bylaws and policies

#### **6. NEXT MEETING DATES**

- 6.1 Regular meeting – Thursday June 18<sup>th</sup>, 2026, at the Comox Valley Campus

#### **7. BOARD ROUNDTABLE**

The Board had a brief roundtable; highlights included the Indigenous Education Council (IEC) retreat held from March 4-6<sup>th</sup>, Board committee meetings, and a shared desire to look to the future of the College and continue working towards a structural balanced budget.

#### **8. ADJOURNMENT**

**MOVED N. Arsenault/ SECONDED S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF APRIL 16, 2026.**

**Motion carried**

Time: 3:06p.m.

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N. Arsenault, Board Chair

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

**AGENDA ITEM:**                      **Regular Meeting**  
**2.2    Executive Committee Regular Meeting Minutes of June 4, 2026**

Committee members Nancy Arsenault (Chair), Shelley Dores, Jerad Langille, Corinne Stavness and Tony Bellavia, Acting President & CEO met on June 4<sup>th</sup>, 2026 with Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

**Territorial Acknowledgment**

N. Arsenault called the meeting to order at 10:40a.m. and acknowledged that the meeting was being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**Adoption of Agenda**

The committee adopted the agenda as presented.

**Committee Business**

**Draft Regular Board Meeting Minutes, April 16<sup>th</sup>, 2026**

The Executive Committee reviewed the draft Regular Board meeting minutes of April 16<sup>th</sup>, 2026, and approved the minutes with one small text edit.

**Draft Daily Schedule, June 18<sup>th</sup>, 2026**

The Executive Committee reviewed the daily schedule for the June 18<sup>th</sup>, 2026 Board meeting and approved the Daily Schedule with amendments.

**Draft Regular Board Agenda, June 18<sup>th</sup>, 2026**

The Executive Committee reviewed and approved the draft Regular Board agenda for June 18<sup>th</sup>, 2026 as presented.

**Convocation**

The Executive Committee noted the upcoming convocation ceremonies, which will be held at the following dates:

- Friday June 12, Campbell River Convocation
- Monday June 15, Comox Valley Convocation
- Tuesday June 16, Comox Valley Convocation
- Wednesday June 17, Port Alberni Convocation

N. Arsenault will attend all ceremonies as Board Chair, and Board members are encouraged to attend ceremonies if they are available.

**Next meeting dates:**

The Executive Committee's next scheduled meeting will be held in September 2026, exact date to be confirmed.

The regular meeting was adjourned at 11:01 a.m.

**AGENDA ITEM: Regular Meeting**

**2.3 Governance and Board Development Committee Meeting  
Minutes of June 4, 2026**

Committee members Shelley Dores (Chair), Nancy Arsenault, Paris Gaudet and Vicky White met on June 4, 2026 with Tony Bellavia, Acting President & CEO and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

Ankit Ankit, John Jack and Justin Whitehead sent regrets.

**Territorial Acknowledgment**

S. Dores called the meeting to order at 9:06a.m. and acknowledged that the meeting was being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**Adoption of Agenda**

The Committee adopted the agenda as presented.

**Committee Business**

Board Governance Manual – Review Section 3 and 3.1 Indigenous Governance

The Governance & Board Development Committee reviewed Section 3 and 3.1 Indigenous Governance of the Board Governance Manual. The Committee discussed seeking the feedback of the Indigenous Education Council (IEC) on this section of the manual. The Committee noted that more fulsome information is needed on the role of Board members in relation to the IEC, expectations, and language.

*Decision: The Governance Committee agreed that S. Dores should initiate discussions with I. Caplette, Chair, Indigenous Education Council (IEC) to seek feedback from the IEC on Section 3, Indigenous Governance, of the Board Governance Manual.*

Policy Approval Authority Update Recommendations

The Committee reviewed the recommended authority approval updates to five policies:

- Policy 5-02 Media Relations
- Policy 1-06 Use of North Island College Developed Materials by Other Users
- Policy 1-17 Fair Dealing Policy (Copyright)
- Policy 3-28 Intellectual Property
- Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs

T. Bellavia noted that the recommendations propose changes to policy approval authorities only, with a comprehensive policy review to follow at a later date after these updates are approved. He emphasized that no other changes to the policies or associated procedures are proposed at this time, with revisions limited to the approval authority only.

The Committee had a fulsome discussion of the recommended authority approval updates.

*Decision: The Governance Committee reviewed and recommended that the Board of Governors approve the policy approval authority updates to the five policies: Policy 5-02 Media Relations, Policy 1-06 Use of North Island College Developed Materials by Other Users, Policy 1-17 Fair Dealing Policy (Copyright), Policy 3-28 Intellectual Property and Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs.*

#### Correspondence

S. Dores reviewed email correspondence received requesting a permanent RSVP to Board of Governors meetings, and the response that was provided. The Committee concurred with the response and noted that information, including meeting dates and RSVP process, are publicly available on the [NIC Board of Governors webpage](#).

#### Board Evaluation Survey Results

The Committee reviewed the results of the 2025/2026 Board Evaluation Survey, noting that there was a 100% response rate. Responses were anonymized to protect identities, and the data is a combination of both appointed and elected Board members. The Board Evaluation results will be provided directly to Board members to maintain confidentiality.

*Decision: The Board Survey Results will be brought to the Board's next Strategic Session for further discussion.*

#### **Information**

- [Governance Manual](#)

#### **Next meeting dates:**

The Governance & Board Development Committee's next meeting is scheduled for September 2026, with the exact date to be determined.

The meeting was adjourned at 10:32a.m.



North Island College Board of Governors  
June 18, 2026

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

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

Committee members Jerad Langille (chair), Brenda Johnson, Claire Moglove and Bruce Turner met on June 5, 2026 with Colin Fowler, Vice President, Finance & College Services, Sue Fleck, Director, Finance and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

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

**1. Territorial Acknowledgment**

J. Langille called the meeting to order at 3:00p.m. and acknowledged that the meeting was being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**2. Adoption of Agenda**

The committee adopted the agenda as amended with the addition of item 4.1.

**3. Committee Business**

*Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG joined the meeting at 3:02p.m.*

**3.1      KPMG Audit Report**

A. Kolawole-Osafehinti and L. Bates-Eamer explained 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 2025-2026 Financial Statements, final inquiries and signatures. KPMG anticipates issuing an unqualified or clean audit opinion. L. Bates-Eamer reviewed the full audit results in detail.

*North Island College staff C. Fowler, S. Fleck, and E. Haagerup left the meeting at 3:23p.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 3:38p.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 3:39p.m.*

### **3.2 Audited Financial Statements 2025/2026**

C. Fowler presented the draft fiscal year 2025/2026 Audited Financial Statements and noted that the statements show a deficit of \$488,565 which is within the approval limit set by the Province. C. Fowler provided a fulsome review of the 2025/2026 Audited Financial Statements including the Statement of Financial Position, revenue and expenses.

In response to a question regarding the line item ‘Special purpose’, C. Fowler noted that this item refers to donations to the NIC Foundation, as well as other minor items. A more detailed breakdown is outlined in Schedule 1 – Schedule of Expenses by Object.

In response to a question about remeasurement gains, C. Fowler explained that remeasurement gains are the unrealized gains that have accumulated in NIC’s investment portfolio.

**Decision: That the Finance and Audit Committee reviewed and recommend the fiscal year 2025/2026 Audited Financial Statements to the Board of Governors for approval on June 18<sup>th</sup>, 2026.**

### **3.3 Five-Year Capital Plan Priorities**

C. Fowler reviewed the Five-Year Capital Plan Priorities, which include items in the following categories:

1. New Priority Investments
  - Trades Training facility at Port Alberni Campus (Roger St.)
  - Health Science building at Comox Valley Campus
  - Future Ready Innovation Centre at Campbell River Campus
2. Student Housing
  - 150-bed project at Campbell River Campus
  - 60-bed project at Port Alberni Campus
3. Routine Capital Projects
  - Welding Exhaust System Replacement
  - Re-purpose Space to meet Student Demand
  - Siding and Window Replacement
  - Heat Pump Replacement

C. Fowler noted that the five-year capital plan was historically presented to the Board of Governors at its October meeting; however, as the Ministry submission deadline has been advanced to June 30, 2026, the item is being brought forward to the Finance & Audit Committee for review, then brought to the full Board for approval at its June 18<sup>th</sup>, 2026 meeting.

The Committee reviewed each category and noted that the Trades Training facility at the Port Alberni Campus and the Health Science building at the Comox Valley Campus are high priority projects.

**Decision: That the Finance and Audit Committee reviewed and recommend the Five-Year Capital Plan Priorities to the Board of Governors for approval on June 18<sup>th</sup>, 2026.**

**4. Information**

**4.1 Accounting Standards Update**

Effective April 1, 2026, NICs financial statement presentation will be changing to comply with PS1202 “Conceptual Framework for Financial Reporting in the Public Sector”. The impact of the new reporting standard will be minimal on the College, but most noticeably on the Statement of Financial Position (balance sheet), which will classify assets and liabilities as either “financial” or “non-financial”. The Finance team staff are working through the changes in presentation to the financial statements and will bring more information to the next Finance & Audit committee meeting.

**5. Next meeting date:**

The Finance & Audit Committee’s next meeting is scheduled for September 2026, with the exact date to be determined.

**6. Adjournment**

The meeting was adjourned at 4:18p.m.



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.1

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

<b>Agenda Item:</b>	2025/26 Final Full-time Equivalent (FTE) Report
<b>Action Required:</b>	Approval
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE 2025/26 FINAL FTE ENROLMENT REPORT.

### Background/History/Executive summary:

NIC’s 2025/26 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)<sup>1</sup> with respect to Ministry-funded targets for fiscal year 2025/26 (i.e., April 1 to March 31).<sup>2</sup>

The 2025/26 Final FTE Report was submitted to the Ministry by the May 20 reporting deadline. Supporting data were also submitted to the Ministry’s Post-Secondary Central Data Warehouse by the June 1 submission deadline.

The table below provides a summary of domestic, international, and total student FTEs for 2025/26, along with their year-over-year changes compared to 2024/25.

2025/26 FTE Summary				
Student Type	2025/26 FTEs	YOY # Change	YOY % Change	Context
Domestic	2,100	-3	0%	On par with the previous year.
International	380	-260	-41%	Declined sharply by 260 FTEs from the all-time high of 640 FTEs the previous year.
Total (Dom + Int)	2,480	-263	-10%	Decline driven by lower international student enrolment. The previous year was the second-highest ever at 2,743 FTEs.

<sup>1</sup> Student Full-Time Equivalent (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.

<sup>2</sup> FTEs from Skilled Trades BC-funded foundation trades and apprenticeship programs (775 FTEs) are documented but are not included in the Ministry’s target calculations. Similarly, international student FTEs (380 FTEs) are recorded but do not contribute to the Ministry’s targets. Additionally, 26 domestic student FTEs enrolled in the Bachelor of Science in Nursing program at NIC’s Comox Valley 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.

The following table highlights domestic student FTE changes by program area in 2025/26, identifying those that made notable contributions to year-over-year increases and declines.

2025/26 Domestic Student FTE Highlights				
Program Area	2026/26 FTEs	YOY # Change	YOY % Change	Context
Foundation Trades and Apprenticeships (Base-Funded)	775	+27	+4%	Highest ever. The prior three years also achieved record-high enrolment.
Adult Basic Education	174	+14	+9%	First uptick after declining for seven consecutive years.
Health Programs	317	-43	-12%	Second highest ever after the prior year's record high of 359 FTEs . Despite the overall 12% YOY decline in 2025/26, five of seven Ministry FTE targets for specific programs were exceeded (see attached Final FTE Report). The decline was driven primarily by lower one-time funded enrolment.

NIC's *Institutional Accountability Plan and Report for the 2025/26 Reporting Cycle (IAPR)* submission to the Ministry on or before July 10, 2026, provides further detail for 2025/26 enrolment, including FTEs, as well as NIC's 2025/26 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 18, 2026, meeting.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Accountability

BUILD elements:

2.4 Integrated Enrolment

7.3 Transparency and Accountability

**Attachments:**

2025/26 Final FTE Report

**Action:**

For approval.

## **Appendix I - 2025/26 Programming Year-in-Review**

Despite the continued challenges resulting from changes in federal policies, the following sections highlight how the College continued to deliver high-quality, relevant, responsive, and accessible programming for learners throughout the NIC region during the 25/26 academic year. These sections also emphasize the importance of being guided by the Indigenous Education Council in the development and delivery of culturally relevant programming that aligns with the Truth and Reconciliation Commission of Canada's education-related Calls to Action.

### **Trades and Technical**

Recent direction from Skilled Trades BC signals a significant shift in apprenticeship training, including increased per-seat funding and a provincial focus on reducing waitlists in high-demand trades. This is expected to drive overall enrolment and program growth within the trades portfolio, with the institution positioned to expand delivery capacity in response to sustained industry demand. The College is aligning its instructional resources to support this growth. These changes reflect a broader trend of increased provincial investment in skilled trades training, with corresponding pressures on instructional capacity and physical infrastructure as the institution works to meet evolving labour market needs, presenting an opportunity for measured and sustainable growth.

### **Office of Global Engagement**

Recruitment of international students has been slow; however, activity has begun to increase, with a strong and consistent flow of applications—particularly in Health and Human Services programs (HCA, ECCE, SSW) and continued high demand in Trades aligned with regional labour needs. There is also positive progress in outreach to international students in local school districts, supporting longer-term pipeline development. At the same time, NIC continues to advance a diverse portfolio of international mobility and partnerships. Current outbound activity includes a 12-student field school to Japan, faculty and administrative mobility exchanges in Denmark and Romania through Erasmus+, and a staff mobility visit to Japan. Individual student mobility includes placements in France and New Zealand, alongside inbound exchange participation from Belgium contributing to CARTI. Looking ahead, NIC will host an Indigenous Field School in May/June 2026 with 22 participants from partner institutions in Hawai'i, Mexico, and New Zealand.

### **Continuing Education and Training (CET)**

CET staff completed 34 short-term skills-training contracts across multiple sectors, such as Green Building and Manufacturing, Boat Maintenance and Repair, and Sustainable and Innovative Manufacturing to meet specific community needs. Established programs such as Animal Care Aide, Activity Assistant, Adventure Guiding, Hospital Unit Clerk, Metal Jewellery Studio, First Aid and Marine Training were delivered successfully alongside the contract training. Through Future Skills Grant funding, CET delivered 13 additional short programs, including newly developed Applied Human Resources Practitioner and Applied Solar Voltaic Installations. The department supported regional access by coordinating training in remote and First Nations communities, including Bella Coola, Gold River, Ahousaht, Quatsino, Alert Bay, and Ukwana Village at Kingcome Inlet. CET strengthened provincial collaboration by working with partner institutions across BC on curriculum development and is leading a pan-provincial initiative to create the new micro-credential, Applied Rural and Indigenous Community Economic Development, which is now in pilot phase.

## **Indigenous Education**

Indigenous Education continues to see sustained growth in Nation-directed, cohort-based, and in-community programming, reflecting increasing demand for education and training models that are Indigenous-led, relational, and responsive to community priorities. Key areas of momentum include Indigenous language fluency, teacher education pathways, and broader community-requested programming delivered in partnership with First Nations and Indigenous organizations across the region. This expansion increasingly includes applied, community-driven training, such as trades, land-based skills development, and early childhood education, that strengthens local capacity, supports Nation-building, and advances educational sovereignty through workforce development rooted in community-identified needs. This work is being strengthened through the continued implementation of the Framework for Indigenous-Led Education and Training and the evolving co-governance role of the Indigenous Education Council, positioning NIC to respond to regional needs while advancing reconciliation, Indigenous self-determination, and long-term institutional transformation.

## **Health and Human Services**

The Faculty of Health & Human Services is advancing major program expansions across nursing, health care, and human services, including a new Licensed Practical Nursing (LPN) cohort in Port Hardy (Fall 2027), increased LPN and Health Care Assistant (HCA) capacity in Port Alberni, and continued Bachelor of Science in Nursing (BSN) growth in the Comox Valley, which will see its largest graduating class in June 2026. LPN-to-BSN pathways remain strong, with completions in December 2026 and a new cohort beginning this fall. HCA programs continue to thrive regionally and internationally, with three international cohorts progressing through HCA and Community Mental Health Worker credentials between Spring and Fall 2026. Human Services programs are deepening Indigenization across Early Childhood Care and Education (ECCE), Educational Assistant/Community Support Worker (EA/CS), and Social Service Worker (SSW,) including an EA/CS-to-SSW diploma pathway. International ECCE students in Port Alberni and Campbell River will complete Infant-Toddler Diplomas, while the Comox Valley cohort enters year two. A community-based ECCE certificate with the Nuu-chah-nulth Employment and Training Program is underway for completion in Spring 2027.

## **Faculty of Arts, Science and Management**

The year saw the emergence of some exciting opportunities for FASM students, from a Food and Farming Hackathon to mock interview sessions for our Engineering Students, and from an Artist Talk featuring George Littlechild to a visit from an RCMP duty sergeant to one of our Criminology classes. It was a busy year with many events and exciting activities. Between showcases, exhibits and presentations, instructors continued to advance research projects and submit for funding opportunities. The Fine Arts & DGL year-end exposition did not disappoint and remains as popular as ever. Students travelled to Europe and Asia for field schools and engaged locally with our community partners and cultural centres. Dual credit programming remains a priority, as local school districts (47, 69, 70, 71, and 72) with support from NIC secured a grant to expand dual credit offerings and advance access through the development of a more coherent framework. These are just a few highlights, as 2025/26 was full of noteworthy achievements and experiences for both faculty and students.

**Section 1 Program Level Details**

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Bachelor of Science in Nursing	NURS	51.3801	87	102.71	118%	
Bachelor of Science in Nursing Option C (LPN2BSN)	NURS	51.3801	18	20.11	112%	
Licensed Practical Nurse	NLPN	51.3901	48	59.33	124%	
Access to Practical Nursing	NLPN	51.3901				
Ongoing Base - Health Care Assistant / Health Care Assistant - Partnership Pathway	NHCA	51.3902	60	47.23	79%	
One-time - Health Care Assistant - Partnership Pathway	HLOT	51.3902	3	32.57	1086%	
Island Pre-Health Science Program	HLTH	51.1199	48	16.29	34%	
Allied Health	HLTH	Multiple		38.58		
Developmental	DEV	Multiple	256		68%	
Tuition policy eligible ABE	ABE	53.0102		174.40		
Tuition policy eligible ESL	ESL	32.0109				
Not tuition policy eligible ASE	ASE	32.0101		35.73		
Not tuition policy eligible Developmental (please list)	DEV	Multiple				
Communication Design Diploma	AVED	11.0801	40	15.50	39%	
Web and Mobile Application Development Diploma	AVED	11.0801	20	1.32	7%	
AVED all other programs	AVED	Multiple	1,813	780.79	43%	
<b>Total Ministry</b>			<b>2,393</b>	<b>1,324.54</b>	<b>55%</b>	

**Section 2 SkilledTradesBC Trades Training**

PROGRAM	Ministry Code	CIP Code	FTE Actuals	Comments
Apprenticeship Technical Training	ITAP	Multiple	553.51	
Explorer	ITXA/ITXY	Multiple	20.53	
Foundation	ITEL/ITHS/ITOT	Multiple	201.04	
<b>Total STBC</b>			<b>775.08</b>	

**Section 3 International Not Reported in Section 1 Above**

PROGRAM	FTE Actuals	Comments
International graduate level (Masters or Doctoral)		
International all other (e.g. Baccalaureate, certificate)	380.01	
<b>Total International</b>	<b>380.01</b>	

**Section 4 Total Enrolment**

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total Ministry			2,393	1,324.54	55%	
Total STBC				775.08		
<b>Total Domestic</b>				<b>2,099.62</b>		
<b>Total International</b>				<b>380.01</b>		
<b>Total Domestic and International</b>				<b>2,479.63</b>		

**Section 5 Supplementary Information**

SUPPLEMENTARY INFORMATION	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total graduate level (Masters or Doctoral) included in section 1	Multiple	Multiple	0	-		
Health Externally Funded Domestic sources	Multiple	51.0000				
Health Externally Funded International sources	Multiple	51.0000				
Existing Delivery All other Early Childhood Education	AVED	Multiple				
Existing Delivery Communication Design Diploma	AVED	11.0801	9	9.00	100%	
Existing Delivery Web and Mobile Application Development Diploma	AVED	11.0801	7	7.00	100%	
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		6.34		

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

Combined	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization
International Reported in Section 5 Above	Multiple	Multiple		-	
International Reported in Section 3 Above	Multiple	Multiple		380.01	
<b>Total International</b>				<b>380.01</b>	
<b>AVED graduate level (Masters or Doctoral)</b>			<b>0</b>	<b>-</b>	
<b>AVED all other programs</b>			<b>2,393</b>	<b>1,324.54</b>	<b>55%</b>

**Section 7 Summary by Program Grouping**

Program Grouping	FTE Target	FTE Actuals	Utilization
Total Health	264	316.81	120.0%
Total Developmental - Tuition policy eligible	256	174.40	68.1%
Total Developmental - Not tuition policy eligible		35.73	
Tech Expansion	60	16.82	28.0%
Total AVED All Other Programs	1,813	780.79	43.1%
<b>Total Ministry</b>	<b>2,393</b>	<b>1,324.54</b>	<b>55.4%</b>



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.2

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

**Agenda Item:** Institutional Accountability Plan and Report for the 2025/26 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 2025/26 REPORTING CYCLE.

### Background/History/Executive summary:

British Columbia’s Ministry of Post-Secondary Education and Future Skills (PSFS) maintains a results-based Accountability Framework for the public post-secondary system. Under this framework, all B.C. public post-secondary institutions are required to prepare an annual, publicly available Institutional Accountability Plan and Report (IAPR).

As described in the Ministry’s Standards and Guidelines Manual:

*“An Institutional Accountability Plan and Report should convey a logical alignment of planning elements in a comprehensive and transparent way while avoiding duplication as much as possible. It should outline the institution’s strategic planning and outcomes, including progress towards Mandate and Minister Letter priorities. The IAPR reports on progress achieved in the previous year and presents a plan for the upcoming year.”*

The IAPR is a public accountability document intended primarily for two audiences: the Ministry, including the Minister, and the general public. Following PSFS review, the final IAPR will be published on both NIC’s and the Ministry’s public websites in Fall 2026.

NIC’s IAPR is aligned with *BUILD 2026*, NIC’s 2021-2026 strategic plan, and includes a year-end summary report for BUILD’s fifth year in section 3. Performance Plan and Report: BUILD 2026.

NIC achieved 18 of the 21 assessed Accountability Framework performance measures in the 2025/26 reporting cycle. The Total Student Spaces, Developmental Student Spaces and Certificate 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.

NIC will submit the *Institutional Accountability Plan and Report for the 2025/26 Reporting Cycle* to the Ministry by the submission deadline of July 10, 2025.

### Policy analysis/strategic priority:

Board Governance Authority Matrix - Accountability

BUILD Element:

7.3 Transparency and Accountability

### Attachments:

Institutional Accountability Plan and Report for the 2025/26 Reporting Cycle (IAPR)

### Action:

For approval



NORTH ISLAND COLLEGE

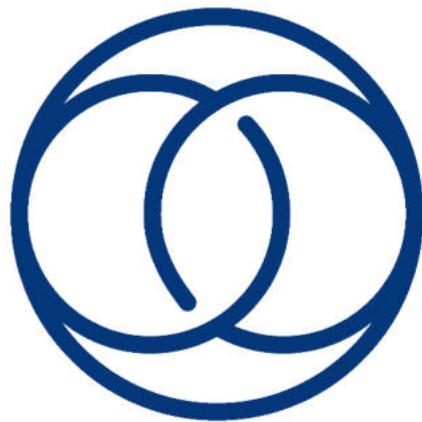


# Institutional Accountability Plan & Report

**\*\*\* DRAFT AS OF 26/06/09 \*\*\***

2025-2026 REPORTING CYCLE

[www.nic.bc.ca](http://www.nic.bc.ca)



**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 18, 2026**

Honourable Jessie Sunner  
Minister of Post-Secondary Education and Future Skills  
Parliament Buildings  
Victoria, British Columbia V8V 1X4



Dear Minister Sunner,

On behalf of North Island College (NIC), we are pleased to present the NIC Institutional Accountability Plan and Report (IAPR) for the 2025/26 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.

Sincerely,

**SIGNED (see image)**

Nancy Arsenault, Chair  
NIC Board of Governors

**SIGNED (see image)**

Tony Bellavia, Acting President  
North Island College

# Contents

- Accountability Statement.....i**
- 1 Strategic Direction and Context ..... 4**
  - 1.1 Institutional Overview ..... 4
    - 1.1.1 NIC 2025/26 Fast Facts .....5
  - 1.2 Strategic Direction..... 6
    - 1.2.1 Integrated Strategic Planning ..... 6
    - 1.2.2 Mission .....7
    - 1.2.3 Vision.....7
  - 1.3 Strategic Context..... 8
- 2 Financial Information ..... 10**
- 3 Performance Plan & Report: BUILD 2026 .....11**
  - 3.1 BUILD 2026 Goal Progress Summary .....12
  - 3.2 People .....12
  - 3.3 Foundation .....13
  - 3.4 Frame .....14
  - 3.5 Doorways .....14
  - 3.6 Rooms .....15
  - 3.7 Windows .....16
  - 3.8 Roof.....16
  - 3.9 Environment.....17
  - 3.10 Communities.....17
- 4 Accountability Framework Performance Measure Results.....18**
- 5 Mandate Priorities and Strategic Initiatives..... 23**
  - 5.1 2025 Institutional Mandate Priorities ..... 23
    - 5.1.1 Priority 1..... 23
    - 5.1.2 Priority 2..... 23
    - 5.1.3 Priority 3..... 28
    - 5.1.4 Priority 4 ..... 30
  - 5.2 Ministry’s Strategic Initiatives..... 32
    - 5.2.1 Sexualized Violence Prevention and Response Initiatives ..... 32
    - 5.2.2 Former Youth in Care (FYIC)..... 34
    - 5.2.3 Dual Credit Programming and K-12 Transitions ..... 35
    - 5.2.4 Work-Integrated Learning (WIL)..... 36
- 6 Report on Lasting and Meaningful Reconciliation .....38**
  - 6.1 Truth and Reconciliation Commission Calls to Action.....38

6.1.1	Call #1: Social Work .....	38
6.1.2	Call #12: Early Childhood Education .....	39
6.1.3	Call #16: Indigenous Language Degree and Diploma Programs.....	41
6.1.4	Call #23: Healthcare Professionals.....	42
6.1.5	Call #24: Medical and Nursing Schools .....	43
6.1.6	Call #28: Law Schools .....	44
6.1.7	Call #57: Public Servants .....	45
6.1.8	Call #62: Teacher Education .....	46
6.1.9	Call #86: Journalism and Media Schools.....	47
6.1.10	Call #92: Business Schools .....	47
6.2	United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) Implementation .....	49
6.3	In Plain Sight Report Recommendations .....	54
6.3.1	Recommendation #8.....	54
6.3.2	Recommendation #14.....	55
6.3.3	Recommendation #18.....	56
6.3.4	Recommendation #21 .....	57

# 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 71,000 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 182,000 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.

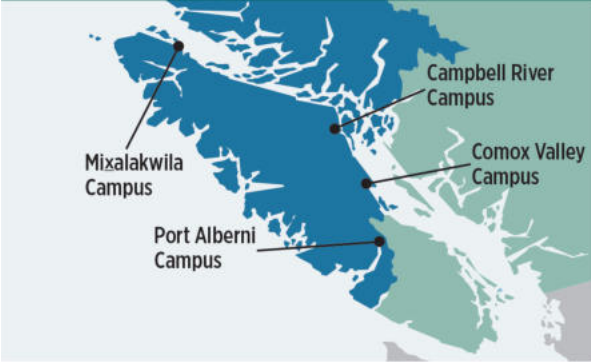
NIC is honoured to operate within the unceded territories of 35 First Nations, whose rich traditions—including those of the Nuu-chah-nulth, Kwakwaka'wakw, and Coast Salish Peoples—continue to guide and inspire the college's work. This land-based relationship is foundational to NIC's identity and ongoing 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 M̓ixalakwa campus in Port Hardy.

In Fall 2025, North Island College celebrated its 50<sup>th</sup> anniversary—a milestone shaped by a half-century of innovation, resilience, and deep connection to community. This coincided with the opening of the college's first-ever student housing commons, located at the Comox Valley campus. The new facility, built in partnership with the provincial government as part of its Homes for BC housing plan, was gifted the name *tul'al'twx* by the K'ómoks First Nation and offers a mix of single and family units, with flexible lease terms designed to support learners across a diverse range of programs and life circumstances. It is also home to the Comox Valley campus' new gathering place, *qat<sup>0</sup>enx<sup>w</sup>εgəs*, which translates as “place to gather, together” in *ʔayʔajuθəm*.



# NIC North Island College 2025/26 Fast Facts

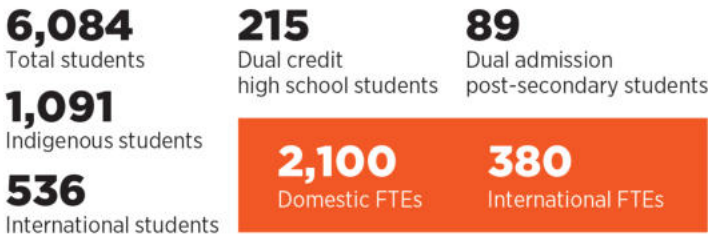


## NIC REGION

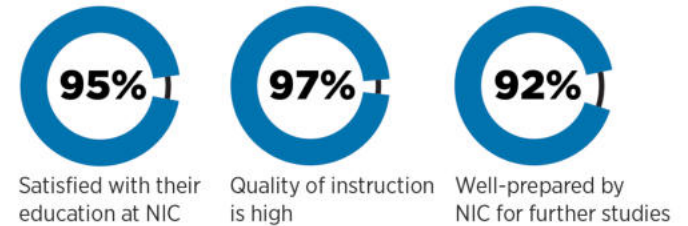
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 182,000 people<sup>1</sup> throughout our 71,000 km<sup>2</sup> service region<sup>2</sup>, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

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.

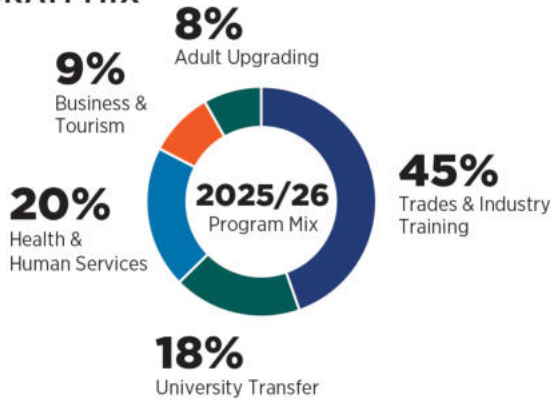
## STUDENT ENROLMENT<sup>3</sup>



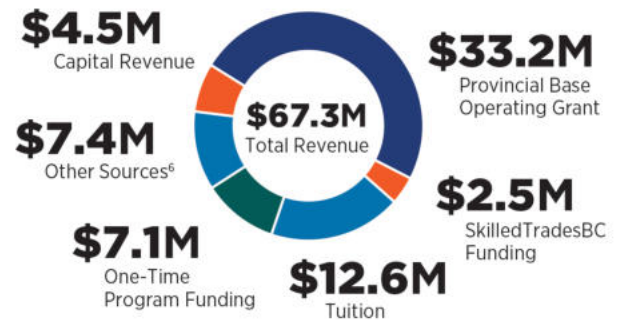
## NIC STUDENTS SAY<sup>4</sup>



## PROGRAM MIX<sup>5</sup>



## COLLEGE REVENUE



## 2025 AWARDS<sup>7</sup>



## DOMESTIC STUDENT ORIGINS<sup>8</sup>



1. BC Stats (Dec. 2025). [Population Estimates and Projections for British Columbia](#). Estimate for 2024.  
 2. BC Stats (2019). [BC College Region Boundaries](#). North Island College Region.  
 3. Student headcounts (full-time and part-time), based on internal NIC enrolment data for FY 2025/26.  
 4. BC Stats (2025). [BC Student Outcomes survey of Diploma, Associate Degree, and Certificate students](#).  
 5. Based on internal NIC enrolment data for FY 2025/26, using full-time equivalent (FTE) enrolments. One full-time student counts as 1 FTE. Part-time students count as a fraction of an FTE.

6. Other sources of revenue include items such as research funding, contract service training, investment income and bookstore and cafeteria revenue.  
 7. [2025 NICF Donor Impact Report](#).  
 8. Based on internal NIC enrolment data for FY 2025/26, using student headcount.



NIC 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 we are situated.

## 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.

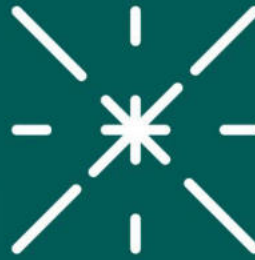
Additionally, [CARE<sup>2</sup>](#), NIC's student mental health and well-being plan, and [Thriving Together](#), the college's people plan, reflect NIC's ongoing commitment to listening, adapting, and delivering programs and services that meet the evolving needs of students and communities.

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 five of BUILD, the final year of the plan's five-year implementation timeline, can be found in [3. Performance Plan & Report: BUILD 2026](#).



# MISSION

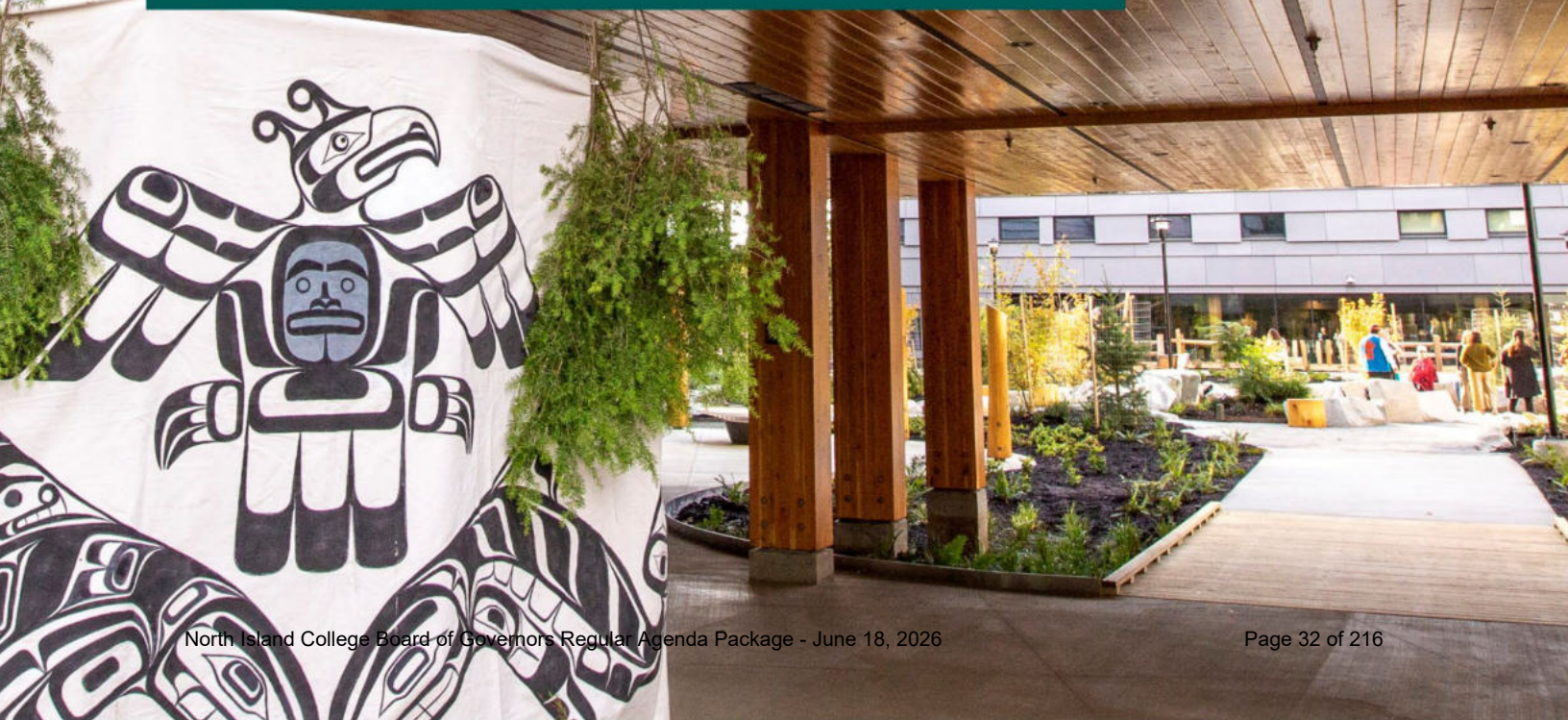


**WORKING TOGETHER, NIC builds healthy and thriving communities, one student at a time.**



# VISION

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



## 1.3 Strategic Context

North Island College continues to operate in an environment reshaped by federal immigration policy, provincial fiscal restraint, and changing labour-market demand. In 2025, the federal government further reduced study-permit volumes and narrowed work pathways for many international students and their spouses, all of which increased uncertainty for public post-secondary institutions across Canada. For NIC, the impact is now clear in the 2025/26 Final FTE Report: international student enrolment declined by 41% to 380 FTEs, while domestic enrolment remained essentially flat at 2,100 FTEs. Total enrolment fell to 2,480 FTEs, translating into a \$3.3 million revenue reduction in 2025/26 and requiring the college to reduce overall spending. This significant revenue decline created a structural deficit, with NIC projecting deficits in both 2025/26 and 2026/27.

Public post-secondary institutions projecting multi-year deficits are required to prepare a deficit mitigation plan that demonstrates how they will return to balance. NIC's Deficit Mitigation Plan identified the need to reduce spending by more than \$8 million over two years to return the college to a balanced budget by 2027/28. While NIC is on track to meet this commitment, the accelerated pace of the revenue decline has made the adjustment especially challenging. The college's 2026/27 budget estimates a further \$3.6 million revenue reduction related to the decline in international student enrolment, followed by a smaller projected decline of \$0.5 million in 2027/28. Based on expenditure-reduction decisions already made, NIC expects to return to a balanced position in 2027/28. However, the college will also need to continue identifying new revenue opportunities, particularly as tuition is expected to represent only about 12% of overall revenue, compared with 23% in 2024/25.

These local challenges are unfolding within a broader provincial context of economic and fiscal uncertainty. The June 10, 2025, mandate letter to NIC directed the college to review all programs and initiatives to ensure they remain relevant, efficient, and sustainable, contribute to economic growth, and help keep costs low for British Columbians, while operating with cost consciousness, accountability, appropriate compensation, service, and integrity. This direction initiated both NIC's Expedited Program Impact Assessment (EPIA) and the college-wide review of services and operations. Minister Sunner's July 17, 2025, mandate letter reinforced the same priorities across the Ministry, including the need to address skilled-worker shortages quickly and to support institutions in pursuing structural solutions, new revenue streams, and cost reductions in response to the funding challenges created by federal international-student policy changes and tariff-related economic pressures.

NIC's response in 2025/26 has therefore focused on structural realignment rather than temporary restraint. On the administrative side, a service review began implementing early structural changes, tightening hiring and vacancy management, and reducing non-core expenditures to improve efficiency before resorting to involuntary workforce reductions. On the academic side, the EPIA reviewed program alignment with the provincial mandate, labour-market relevance, student demand, and financial efficiency. In February 2026, the Board approved the suspension of 15 programs, in addition to 12 programs previously suspended in 2025, with completion (teach-out) and reevaluation plans currently underway.

At the same time, NIC's final FTE results confirm where the college continues to demonstrate strength in supporting students, communities, and the provincial economy. SkilledTradesBC-funded trades reached a record 775 FTEs in 2025/26, BSN Nursing reached a record 123 FTEs, Practical Nursing reached its second-highest level at 59 FTEs, and Human and Social Services programs reached a record 85 FTEs. These outcomes align with regional labour-market forecasts showing strong demand in healthcare, community services, and skilled trades, and with the Province's Look West strategy, which emphasizes stronger workforce development, major-project readiness, and expanded skills training. NIC's Continuing Education cost-

recovery and grant-supported approach to non-credit micro-credentials and short-cycle training continues to provide practical ways to diversify revenue while maintaining quality and access. The opening of tul'al'txw student housing in September 2025, developed in partnership with K'ómoks First Nation, also strengthens access for rural, Indigenous, low-income, and parenting students by reducing a major barrier to participation.

As BUILD 2026, NIC's five-year strategic plan, concludes in 2025/26, the College enters its next planning period amid rapid change, fiscal pressure, and significant uncertainty. With the results of the Ministry's province-wide post-secondary sustainability review expected soon, the Board has approved pausing development of a new strategic plan until further provincial direction is available. In the interim, NIC's strategic direction is clear: to protect and grow high-demand, mandate-critical pathways for domestic and Indigenous learners while reducing duplication and expanding short-cycle, stackable, grant- and contract-funded training tied directly to labour-market need. This includes continuing to improve efficiency and service delivery, reduce expenses, diversify revenues, and sustain high-quality, relevant, and accessible learning opportunities through a more focused program mix, stronger domestic recruitment and retention, continued growth in trades and health, expanded dual-credit and apprenticeship pathways, and selective collaboration with the Ministry and peer institutions, especially where regional access can be preserved.

## 2 Financial Information

North Island College's most recent audited financial statements are available on the [Ministry of Post-Secondary Education and Future Skills website](#).

Additional financial context is provided in *1.3 Strategic Context*, including an overview of the 2025/26 international student tuition shortfall and the forecast revenue pressures for 2026/27 and 2027/28. Progress on NIC's strategic priorities for strong and sound financial management is reported under *Finance* in *3.3 Foundation*.

### 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 closely aligned with provincial priorities identified in the [Ministry of Post-Secondary Education and Future Skills' Service Plan](#), the [Minister's July 17, 2025, Mandate Letter](#) and the Province's [Look West](#) strategy. Together, these priorities emphasize affordable access to relevant post-secondary education and skills training, a sustainable and responsive public post-secondary system, reconciliation with Indigenous Peoples, and workforce development through growing the skills needed to support B.C.'s economy.

The pages that follow present a summary dashboard illustrating performance measure outcomes under BUILD 2026 at the end of 2025/26, the final year 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 NIC [Plans and Publications](#) site.

### 3.1 BUILD 2026 Goal Progress Summary

Goal Status	Counts										
	YEAR 1 21/22		YEAR 2 22/23		YEAR 3 23/24		YEAR 4 24/25		YEAR 5 25/26		Total
	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	5	5	18	52
On Track										5	5
✗ Behind										1	1

Su = Summer term, F = Fall term, W = Winter term and S = Spring term. Reporting periods for Year 1 only included the Summer, Fall, and Winter terms (no Spring).

### 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 5
<b>Healthy and Productive Workplaces</b>	Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	<b>On Track</b> 2025/26 Winter/Spring
<b>People Development</b>	Implement People Plan to develop thriving, inspired, and productive employees.	<b>✓ Completed</b> 2024/25 Summer/Fall
<b>Employee Engagement and Collaboration</b>	Develop and implement an internal communications strategy.	<b>✓ Completed</b> 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 5
<b>Teaching and Learning</b>	Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Implement a student learning experience survey.	✓ <b>Completed</b> 2024/25 Summer/Fall
	Implement combined teaching and learning/digital learning strategy.	✗ <b>Behind</b> 2025/26 Winter/Spring
<b>Finance</b>	Balanced budget within three years of the pandemic ending.	✓ <b>Completed</b> 2023/24 Winter/Spring
	Long-term financial health (positive net asset position >\$2.8M)	✓ <b>Completed</b> 2025/26 Winter/Spring
<b>Information Technology</b>	Implement IT Service Management (ITSM) model.	✓ <b>Completed</b> 2023/24 Summer/Fall
	Improve NIC's cybersecurity risk-mitigation and response capabilities.	<b>On Track</b> 2025/26 Winter/Spring
<b>Integrated Enrolment</b>	Define optimum enrolment for NIC.	✓ <b>Completed</b> 2021/22 Winter
	Implement enrolment targets for all programs.	✓ <b>Completed</b> 2022/23 Winter/Spring
	Develop and implement an integrated, strategic enrolment management (SEM) planning process.	✓ <b>Completed</b> 2025/26 Summer/Fall
<b>Campuses and Centres</b>	Develop Campus Master Planning concepts and share with communities.	✓ <b>Completed</b> 2025/26 Summer/Fall
	Establish a fully operational NIC Housing Commons at the Comox Valley campus.	✓ <b>Completed</b> 2025/26 Summer/Fall
	Develop a business case for an NIC Housing Commons at the Campbell River Campus.	✓ <b>Completed</b> 2024/25 Winter/Spring
<b>Risk Management</b>	Develop a college-wide risk management program.	✓ <b>Completed</b> 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 5
<b>Student Well-Being</b>	Develop and implement a Student Mental Health and Well-being plan.	✓ <b>Completed</b> 2022/23 Summer/Fall
<b>Student Support and Persistence</b>	Increase first-year student retention (Fall to Fall) above 47%	✓ <b>Completed</b> 2025/26 Summer/Fall
	Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students (above \$500K).	✓ <b>Completed</b> 2025/26 Winter/Spring
	Increase # of childcare spaces above 94.	<b>On Track</b> 2025/26 Winter/Spring

### 3.5 Doorways

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

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

<sup>1</sup> 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.

## 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 5
<b>Indigenous-Led Education</b>	Maintain or increase the % of FTE Indigenous students <sup>2</sup> greater than or equal to representation in the population (14%).	✓ <b>Completed</b> 2025/26 Winter/Spring
	Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Implement Indigenization Plan recommendations.	✓ <b>Completed</b> 2024/25 Summer/Fall
<b>Community-Connected Learning</b>	Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Implement place-based learning initiatives in program renewal plans.	✓ <b>Completed</b> 2022/23 Winter/Spring
	Open an expanded and fully operational integrated childcare and learning facility at the Comox Valley Campus.	<b>On Track</b> 2025/26 Winter Spring
<b>Self-Directed and Customized Learning</b>	Increase # of students with advising support above 425 students.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Maintain or increase # of short-term and micro-credential programs above 14.	✓ <b>Completed</b> 2025/26 Winter/Spring
<b>Global Learning</b>	Increase # of new international student enrolments each year above 75 new students.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	✓ <b>Completed</b> 2021/22 Winter
	Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	✓ <b>Completed</b> 2024/25 Winter/Spring
<b>Program Response and Renewal</b>	Complete renewal plans for all programs.	✓ <b>Completed</b> 2023/24 Winter/Spring
	Complete Provincial Quality Assurance Process Audit (QAPA) <sup>3</sup> .	✓ <b>Completed</b> 2023/24 Winter/Spring

<sup>2</sup> Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures, and histories in Canada.

<sup>3</sup> 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 5
<b>Brand and Identity</b>	Establish brand with better overall role and scope of the college.	✓ <b>Completed</b> 2024/25 Summer/Fall
<b>Marketing and Recruitment</b>	Establish a clearly defined student audience student audience profile for all areas of study.	✓ <b>Completed</b> 2023/24 Summer/Fall
	Implement annual marketing and recruitment plans.	✓ <b>Completed</b> 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 5
<b>Reconciliation</b>	75% of employees complete NIC-specific Indigenous intercultural competency training.	<b>On Track</b> 2025/26 Winter/Spring
	100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education.	✓ <b>Completed</b> 2021/22 Winter
<b>Diversity, Equity and Inclusion</b>	Maintain or increase 88% of students that agree strongly with “I am respected regardless of my personal characteristics, identity or background.”	✓ <b>Completed</b> 2024/25 Winter/Spring
	Maintain or increase 88% of students that agree or strongly agree with “My institution values diversity.”	✓ <b>Completed</b> 2024/25 Winter/Spring
	Implement Diversity, Equity, and Inclusion Strategy.	✓ <b>Completed</b> 2025/26 Summer/Fall
<b>Transparency and Accountability</b>	Implement new administrative structures, teams, and operational committees to meet strategic and operational needs.	✓ <b>Completed</b> 2021/22 Summer
	Increase engagement with the North Island Students’ Union (NISU).	✓ <b>Completed</b> 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 5
Climate and Sustainability	Reduce greenhouse gas emissions.	✓ <b>Completed</b> 2025/26 Winter/Spring
	Implement process to track # of courses, research and applied learning initiatives that include sustainability.	✓ <b>Completed</b> 2023/24 Summer/Fall
	Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	✓ <b>Completed</b> 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 5
Serving the People of the Region	Increase above 278 the # of students participating in custom regional and in-community programming.	✓ <b>Completed</b> 2025/26 Winter/Spring
Community Engagement	Create community-engagement strategy.	✓ <b>Completed</b> 2023/24 Summer/Fall
Social and Economic Development of the Region	Create alumni-relations capacity.	✓ <b>Completed</b> 2024/25 Summer/Fall
	Increase the number of active community partnerships to enhance programming (above 12).	✓ <b>Completed</b> 2025/26 Winter/Spring
	Increase # of students involved in research projects to greater than 13 students.	✓ <b>Completed</b> 2025/26 Winter/Spring

# 4 Accountability Framework Performance Measure Results

Tables 2 and 3 in this section summarize NIC's 2025/26 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 18 of the 21 assessed Accountability Framework performance measures in 2025/26. 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 measure values are based on surveys of former NIC students conducted as part of BC Stats' Student Outcomes program. NIC achieved targets for all these measures in 2025/26, 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 Spaces<sup>4</sup> in 2025/26, 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 3.6 *Rooms, Indigenous-Led Education*). 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 5.1 *2025 Institutional Mandate Priorities, Priority 2 and Priority 4* as well as 6. *Report on Lasting and Meaningful Reconciliation*.

Developmental program enrolment in 2025/26 totaled 174 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 can be limited.

NIC did not achieve the target for the Total Student Spaces<sup>5</sup> performance measure in 2025/26, filling only 1,325 Ministry-funded student FTEs out of a target of 2,393. 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. At the same time,

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<sup>4</sup> 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.

<sup>5</sup> 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 1,181 FTEs, or 48% of total FTEs, are not counted toward Ministry targets.

the Certificate Credentials Awarded measure was unmet with 342 certificates awarded against a target of 419. The college has taken this performance feedback into account and is actively addressing it through the Strategic Enrolment Management framework and program realignments.

Moving forward, NIC will continue to monitor all Accountability Framework performance measures closely 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 (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, 2025/26 Reporting Cycle**

Performance Measure <sup>1</sup>	Reporting Year					
	2024/25 Actual	2025/26 Target	2025/26 Actual	2025/26** Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,354	2,393	1,325	Not Achieved		
Nursing and other allied health programs	359	264	317	Achieved		
Developmental	160	256	174	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Total credentials	603	N/A	538	Not Assessed		
Bachelor	<10	N/A	10	Not Assessed		
Certificate	400	≥419	342	Not Achieved		
Developmental	11	N/A	<10	Not Assessed		
Diploma	88	≥91	93	Achieved		
Graduate, first professional and post-degree	N/A					
Short certificate	92	≥101	93	Substantially Achieved		
<b>Indigenous student spaces (FTEs)<sup>4</sup></b>						
Total Indigenous student spaces	450	≥14% of domestic FTEs	436	Achieved		
Ministry (PSFS)	325	N/A	309	Not Assessed		
SkilledTradesBC	125	N/A	126	Not Assessed		
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.2%	2.2%	≥90%	94.7%	2.4%	Achieved
Trades foundation and trades-related vocational graduates	91.4%	4.6%		89.4%	7.3%	Achieved
Former apprenticeship students	97.9%	3.2%		95.7%	4.5%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed <sup>†+</sup>

Performance Measure <sup>1</sup>	Reporting Year					
	2024/25 Actual		2025/26 Target	2025/26 Actual		2025/26** Assessment
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.5%	1.6%	≥90%	96.7%	1.9%	Achieved
Trades foundation and trades-related vocational graduates	96.3%	3.1%		95.9%	4.5%	Achieved
Former apprenticeship students	97.9%	3.2%		97.9%	3.2%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed <sup>†‡</sup>
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.1%	2.6%	≥85%	91.8%	2.5%	Achieved
Trades foundation and trades-related vocational graduates	91.2%	4.2%		91.0%	4.9%	Achieved
Former apprenticeship students	89.6%	5.3%		91.2%	5.4%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed <sup>†</sup>
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.7%	3.5%	≥90%	89.9%	4.3%	Achieved
Trades foundation and trades-related vocational graduates	93.4%	5.1%		93.5%	7.7%	Achieved
Former apprenticeship students	95.5%	4.9%		93.0%	6.1%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed <sup>†</sup>
<b>Unemployment rate<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.5%	2.8%	≤8.3%	6.1%	3.3%	Achieved
Trades foundation and trades-related vocational graduates	10.3%	5.7%		N/A	N/A	Not Assessed
Former apprenticeship students	4.3%	4.7%		8.5%	6.2%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed <sup>†</sup>

**Table 3, Accountability Framework Performance Measures, 2025/26 Reporting Cycle, Assessment of Skill Development Component Measures**

Performance Measure <sup>1</sup>	Reporting year					
	2024/25 Actual	2025/26 Target	2025/26 Actual	2025/26 Assessment		
<b>Former diploma, associate degree and certificate students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.1%	2.6%	≥85%	91.8%	2.5%	Achieved
Written communication	89.8%	2.9%		92.4%	2.9%	
Oral communication	86.7%	3.3%		88.3%	3.6%	
Group collaboration	90.3%	2.6%		89.0%	3.3%	
Critical analysis	91.2%	2.5%		95.2%	2.3%	
Problem resolution	88.1%	2.9%		92.5%	2.9%	
Learn on your own	90.5%	2.6%		91.4%	3.0%	
Reading and comprehension	92.3%	2.4%		93.2%	2.7%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.2%	4.2%	≥85%	91.0%	4.9%	Achieved
Written communication	79.6%	9.7%		N/A	N/A	
Oral communication	86.2%	7.3%		N/A	N/A	
Group collaboration	90.1%	4.9%		100.0%	0.0%	
Critical analysis	93.8%	4.0%		91.7%	6.4%	
Problem resolution	93.7%	4.1%		87.5%	7.7%	
Learn on your own	93.8%	4.0%		88.9%	7.7%	
Reading and comprehension	92.5%	4.3%		95.8%	4.6%	
<b>Former apprenticeship students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	89.6%	5.3%	≥85%	91.2%	5.4%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	88.6%	7.5%		91.1%	6.6%	
Critical analysis	91.5%	6.3%		95.6%	4.8%	
Problem resolution	95.7%	4.5%		89.4%	6.9%	
Learn on your own	93.6%	5.5%		95.7%	4.6%	
Reading and comprehension	97.8%	3.3%		95.7%	4.5%	

Performance Measure <sup>1</sup>	Reporting year					
	2024/25 Actual		2025/26 Target	2025/26 Actual		2025/26 Assessment
<b>Bachelor's degree graduates' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	N/A	N/A	≥85%	N/A	N/A	Not Assessed <sup>†</sup>
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\*\***

<sup>1</sup> 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%.

<sup>2</sup> Results from the 2025/26 reporting year are based on data from the 2025/26 fiscal year; results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year. Only Ministry-funded full-time equivalents are included.

<sup>3</sup> Annual performance is based on the number of credentials awarded in the most recent fiscal years, e.g., results from the 2025/26 reporting year are based on data from the 2024/25 fiscal year. Targets are set in the previous reporting year for the next reporting cycle, e.g., targets for the 2025/26 reporting year are a three-year average of the 2022/23, 2023/24, and 2024/25 reporting years.

<sup>4</sup> Results for the previous fiscal year are reported for Indigenous Student Spaces. Results from the 2025/26 reporting year are based on data from the 2024/25 fiscal year; results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year. Both Ministry and SkilledTradesBC funded FTEs are included. Institutions provide their own target and assessment for Indigenous student spaces.

<sup>5</sup> Results from the 2025/26 reporting year are based on 2025 BC Student Outcomes survey data; results from the 2024/25 reporting year are based on 2024 BC Student Outcomes survey data.

<sup>†</sup> Response count too low (<20 responses).

<sup>‡</sup> 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 ( $N$ ):

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

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 Priorities and Strategic Initiatives

## 5.1 2025 Institutional Mandate Priorities

This section provides specific examples of how NIC has worked toward achieving priorities set forth in the June 10, 2025 [mandate letter](#) from the Minister of Post-Secondary Education and Future Skills.

### 5.1.1 Priority 1

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.

#### ***Achievements***

See 1.3 Strategic Context.

### 5.1.2 Priority 2

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.

#### ***Achievements***

For 50 years, North Island College (NIC) has delivered meaningful, relevant, and accessible education and training in rural and remote communities across the North Island, North Central Island, Pacific Rim, and Central Coast regions of British Columbia. 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 learners can live, work, and thrive within their home communities.

As B.C. faces ongoing socio-demographic change, many of these trends are being experienced in sharper relief across the NIC region. The 65+ age group is projected to be the fastest-growing segment of the regional population for the next five years and the only segment to have a net positive increase over the next decade, due in no small part to the reduction in newcomers to Canada who tend to be younger and of working age. Projections indicate that by 2027 there will be slightly more than one retiree (65+) for every two working-age (15-64) people in the NIC region, compared to slightly less than one retiree for every three working-age people for the rest of B.C. At the same time, many adult learners 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, many of whom are older than the traditional 18–24 post-secondary demographic, reflect the part-time nature of the learning journey for most NIC students. Just under two-thirds of students in NIC's credit programs study part time, often while also working and caring for families. As a result, personalized, flexible, affordable, and close-to-home access to post-secondary education and training – supported by an appropriate mix of in-person, digital, and blended delivery options – has never been more important for people living in the NIC region.

According to the [B.C. Labour Market Outlook: 2025 Edition](#), British Columbia is expected to see 1,052,000 job openings between 2025 and 2035, with 77% anticipated to require post-

secondary education, training, or supervisory/management experience. The province's employment base is projected to grow at an average annual rate of 1.2%, reaching 3.3 million employed workers by 2035, while immigration is projected to supply less than one-third of the new workers B.C. will need over the same period. Within this context, NIC plays a critical regional 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 188,600 job openings, with nearly two-thirds resulting from retirements – a clear reflection of the region's aging workforce.

Through its accessible, flexible, and responsive approach, NIC continues to align programming with in-demand and high-opportunity careers identified in the B.C. Labour Market Outlook. This work also supports the B.C. Government's [Look West](#) strategy by contributing to workforce development, skills training, major-project readiness, and growth in key sectors that strengthen the provincial economy. 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.

Over the past few years, NIC has achieved and sustained record enrolment in several programs that supply key provincial and regional labour-market sectors. Highlights from 2025/26 follow.

### ***Health program expansion***

- **Supplying healthcare workforce demand** – According to the 2025 B.C. Labour Market Outlook, B.C. will need to fill 37,660 jobs over the next decade for registered nurses, licensed practical nurses, and home support workers, including 8,280 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 2025/26, NIC supported workforce readiness in the healthcare sector through a range of programs, including: Bachelor of Science in Nursing (BSN), Practical Nursing (LPN), LPN Access to Bachelor of Science in Nursing, Access to Practical Nursing Pathway, Island Pre-Health Science Advanced Diploma, Health Science 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.
- **Sustained enrolment expansion under BUILD 2026** – Although health program enrolment eased from the 2024/25 all-time high of 359 FTEs, NIC still enrolled a near-record 317 FTEs in 2025/26, the second-highest level ever. Since the launch of NIC's strategic plan, BUILD 2026, five years ago, NIC has enrolled just over 1,600 FTEs in health programs and achieved near- or record-high enrolment in each year of the plan. Average annual enrolment rose from 247 FTEs before 2021/22 to 321 FTEs during the BUILD 2026 period, underscoring sustained growth and strong regional demand for healthcare training.
- **Targeted health seat expansion in Port Hardy and Port Alberni** – NIC is planning targeted expansion of Practical Nursing pathways to improve regional access to healthcare training in communities where workforce need remains strong. Planned initiatives include the launch of an eight-seat Practical Nursing cohort at the Port

Hardy campus in Fall 2027 and an Access to Practical Nursing program at the Port Alberni campus in Winter 2027, with capacity for up to 24 seats. These expansions will create additional pathways for learners to enter nursing careers while supporting local and regional health workforce needs.

- **Expanded lab capacity to support nursing and healthcare training** – To support existing base-funded Practical Nursing and Health Care Assistant programs, as well as the planned one-time-funded Access to Practical Nursing program, NIC is developing a new six-bed static lab at the Port Alberni campus. This added lab capacity will strengthen hands-on learning, support program quality and help accommodate expanded access to health training in the region.
- See 6. *Report on Lasting and Meaningful Reconciliation* for NIC's progress on implementing the Truth and Reconciliation Commission of Canada's education-related Calls to Action for healthcare professionals.

### ***Skilled trades expansion***

- **Strong provincial demand for skilled trades** – The 2025 B.C. Labour Market Outlook projects 72,070 job openings in 15 skilled trades across B.C. over the next decade. High-demand areas include construction trades—particularly carpenters, plumbers, and electricians—as well as automotive and heavy-duty mechanics, welders, heavy equipment operators, and cooks. Approximately 17% (11,930) of those openings are projected to be in the VICR, an amount topped only by the Mainland South West region (42,660; 59%). The Province of B.C. is also making its [largest investment in skilled-trades training in nearly 20 years](#), with a \$241 million commitment to double trades-training funding over the next three years. This investment will expand apprenticeship seats, reduce waitlists in high-demand trades, and help workers move more easily between industries. NIC remains committed to aligning its trades programming with these priorities by working closely with government, local communities, First Nations, and industry to deliver accessible, regionally relevant pathways into foundation and apprenticeship-level training.
- **Record-high skilled trades enrolment** – SkilledTradesBC-funded foundation and apprenticeship programs reached an all-time high of 775 FTEs in 2025/26, up 4% (+27 FTEs) from the previous year. Apprenticeship training remained the main driver of growth, increasing 8% (+39 FTEs) to 554 FTEs—the second-highest level in NIC's history, behind the 2022/23 peak of 580 FTEs. Over the past four years, NIC has recorded consistently strong trades enrolment, with just over 3,160 cumulative FTEs in SkilledTradesBC- and Ministry-funded foundation and apprenticeship training programs.
- **Expanded Trade Sampler enrolment** – Trade Sampler enrolment remained strong in 2025/26 with 32 students enrolled after the program was restructured to double student capacity the previous year 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, welding, metal fabricator, automotive, heavy duty, cabinetmaking, 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.
- **Renewable energy and green-skills training** – NIC is contributing to the national Sustainable Practices and Advanced Renewables Knowledge (SPARK) project, led by

the Western Joint Electrical Training Society (WJETS) and supported by Employment and Social Development Canada. Through this initiative, NIC will add new electrical and electric vehicle (EV) training equipment to strengthen hands-on learning in the Electrical program, with related benefits for Automotive and Heavy Duty trades. The project supports emerging green skills in the electrical workforce and helps position tradespeople to respond to the evolving demands of industry, renewable energy, and the transition to a cleaner economy.

### ***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 930 students (179 FTEs) in 24 customized short-term and micro-credential programs in 2025/26. 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.
- **Cumulative growth since BUILD 2026 launch** – North Island College has enrolled just under 5,100 students (1,033 FTEs) in 68 distinct programs since the launch of NIC's strategic plan, BUILD 2026, five 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 2025/26, NIC enrolled 141 students (30 FTEs) in six tuition-free, vocational training programs funded through the StrongerBC Future Skills Grant, including: Advanced Digital Marketing with AI Integration Micro, Applied Human Resources Practitioner Micro, Applied Solar Photovoltaic Installations Micro, Building Service Worker Micro, Marine Essentials Plus Micro, and BC Wildfire Essentials Micro.
- **Other notable offerings in 2025/26**– Additional micro-credential and short-term programs delivered in 2025/26 included: Seaweed Production and Processing, Trades Sampler, Green Building Foundations and Manufacturing Micro, Fundamentals of Sustainable and Innovative Manufacturing Micro, and four 'stackable' Metal Jewellery micros.
- See 3.6 *Rooms, Self-Directed and Customized Learning*.

### ***Indigenous-led partnership programs***

NIC recognizes the authority and direction of the 35 First Nations of the Nuu-chah-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. Guided by Indigenous leaders, Elders, students, and employees, the college is committed to supporting Indigenous-led education, celebrating Indigenous knowledge, and advancing reconciliation through meaningful action.

This commitment is embedded across NIC's governance model, strategic plan, academic plan, Indigenization plan, global learning plan, and operations. Indigenous-led learning remains the top priority for the Office of Indigenous Education, with continued support for

First Nations to bring self-determined education and training into their communities in ways that reflect their specific goals, priorities, and cultural contexts.

Highlights of First Nations partnership programs offered or developed in 2025/26 include the following.

### *Language revitalization and cultural programming*

- **Indigenous Language Fluency Certificate — Nuu-chah-nulth:** Delivered in partnership with Ahousaht First Nation through digital delivery. A new cohort is planned for 2026.
- **Indigenous Language Fluency Certificate — Liq'wala:** Delivered in partnership with Wei Wai Kum and We Wai Kai First Nations through in-person delivery. An additional delivery for Fall 2026 is being explored.
- **Indigenous Language Fluency Certificate — Ayajuthem:** Continued development of an Ayajuthem-language offering in collaboration with Homalco, K'ómoks, Klahoose, and Tla'amin First Nations.
- **Indigenous Leadership Certificate:** Delivered to support Nation-based governance, planning, and capacity building.
- **Awi'nakola:** Delivered Awi'nakola, a program that combines classroom instruction with land-based cultural learning. Instructors draw on Kwak'wala language and Kwakwaka'wakw ways of knowing and being to support academic learning, student strengths, and cultural connection.

### *Early childhood and community care programming*

- **Homalco First Nation ECCE pathway and certificate:** The successful in-community delivery of the Early Childhood Care and Education (ECCE) preparatory pathway in Spring 2025 and ECCE Certificate program in 2025/26 has led Homalco First Nation to seek funding to continue the in-community offering. This would enable students to complete the ECCE Diploma in the 2026/27 academic year, with funding confirmation anticipated by May 2026.
- **Nuu-chah-nulth Employment and Training Program ECCE pathway:** The Nuu-chah-nulth Employment and Training Program is currently offering an in-community ECCE pathway, with funding in place to begin offering an ECCE Certificate in the 2026/27 academic year.
- **Education Assistant/Community Support Worker — Indigenous Focus:** Kyuquot/Checlesseht, Ahousaht, and Mowachaht/Muchalaht First Nations are seeking funding for Fall 2026 to support in-community delivery of the Education Assistant/Community Support Worker (EA/CSW) Indigenous Focus program. The program would support members currently working as untrained education assistants to complete EA/CSW certificates. The Nations are awaiting confirmation from the potential funding source.

### *Skilled trades training*

- **Carpentry Level 2:** Delivered in-community Carpentry Level 2 training in Ukwanalís Village (Kingcome Inlet) in partnership with Dzawada'enuxw First Nation.
- **Small Engine Repair:** Delivered Small Engine Repair training in partnership with Ha'oom Fisheries Society.

### 5.1.3 Priority 3

I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for students, staff, and faculty.

#### *Achievements*

##### *Ensuring a safe campus environment for all students*

NIC has historically been an incredibly safe environment with safety incidents occurring with low frequency and at low severity, and when such incidents do occur, the college's responses have been robust and well-regarded. In response to recommendations from the Ministry, NIC launched a holistic and fulsome review of emergency and crisis management processes, procedures, and resources in 2025/26. The NIC Risk and Crisis Task Force brought together a multidisciplinary, cross-institutional group of professionals who conducted a deep dive into operations to identify areas for improvement. Beyond the toxic drug crisis, this review resulted in a stepwise plan to increase readiness for all hazards on campus, resulting in a far safer experience for the campus community. Other steps taken to ensure a safe campus environment for all students include:

- Launching a campus-wide naloxone program, making injectable naloxone and naloxone nasal spray available at all campuses. NIC partnered with students from the Bachelor of Science in Nursing program to provide peer-delivered naloxone training clinics on campus to equip students with the skills to safely and effectively make use of the resources available to them.
- Revisiting our WorkSafe requirements through the NIC Operations team, with individual departments piloting new and more efficient ways of communicating essential health and safety information to staff. The positive outcomes from this pilot will be expanded and integrated into a full program in 2026/27.
- Staging a realistic cybersecurity training incident, facilitated by an external consultant, which demonstrated the maturity and readiness of NIC's IT Department for cybersecurity incidents and provided the college with the opportunity to practice an emergency response.

##### *Supporting the protection and fair treatment of international students*

In compliance with B.C.'s International Education Code of Practice and as a British Columbia Education Quality Assurance (EQA) designated post-secondary institution, NIC continues to support the protection and fair treatment of international students through several actions, including the following:

- **Promoting ethical and informed recruitment.** NIC works exclusively, and meets regularly, with approved and trained recruitment agents, and clearly communicates that the use of an agent is optional, supporting informed choice and ethical recruitment practices. Recruitment practices are embedded within a coordinated, student-centered, and compliance-focused institutional framework to support the protection and fair treatment of international students, and NIC maintains a

documented consent process that ensures students retain full control over their application and personal information, promoting transparency and data protection.

- **Supporting informed decision-making through transparent information.** NIC provides clear, accurate, and up-to-date international admissions information, including program offerings, admission requirements, tuition, DLI status, and information about living in Canada, updating and enhancing its website to ensure recruitment information is clear, accessible, and reflective of current institutional practices. Transparent tuition and cost information is maintained to help international students understand the full financial commitment associated with studying at NIC prior to application and arrival.
- **Strengthening pre-arrival information and student preparation.** NIC provides structured pre-arrival orientation information through its website and direct communications to support understanding of academic expectations and life in Canada before arrival. Online drop-in/Q&A sessions are scheduled monthly for prospective and in-coming students. Practical settlement guidance is provided on housing, transportation, banking, and related services to reduce vulnerability and support a smooth transition. Online pre-arrival resources have been improved to ensure information is easy to locate, clearly communicated, and accessible to incoming international students. NIC also offers the International Peer Connector Program, which connects new international students with trained peer connectors to provide early guidance, social connection, and ongoing peer support before and after arrival.
- **RISIA-supported advising.** NIC employs a Regulated International Student Immigration Advisor (RISIA) who is certified to provide immigration and program advising, including support with study permit extensions, IRCC guidance, work permits, and post-graduation work permits, as well as program changes and authorized leaves. RISIA-supported advising ensures accurate information, regulatory compliance, and consistent immigration-related student support.
- **Dedicated international student orientation.** NIC provides dedicated international student orientation, delivered both in person and online, to support transition into academic and campus life. Post-arrival and during-studies information has been strengthened and centralized on the NIC website to ensure students can easily access guidance throughout their academic journey.
- **Enhancing student supports.** NIC continues to improve communication and coordination across departments to better support international students. The Office of Global Engagement serves as the primary point of contact and works closely with academic and student service departments to provide consistent, timely, and integrated support. International students have full access to campus-wide services available to all students, including orientation, student life services, academic supports, and Early Assist referrals.
- **Supporting student affordability through financial aid.** NIC maintains equitable access to scholarships, bursaries, and awards for international students. The institution offers entry awards for new international students, as well as awards and bursaries for continuing international students, to support retention and academic success. Financial aid advising, emergency funding guidance, and budgeting support are available to international students. Financial support information has been clearly outlined on the NIC website to improve student awareness and access.

- **Advancing Journeying Together.** NIC continues to demonstrate measurable progress in implementing the goals and objectives of its international education plan, *Journeying Together (2022–2026)*, as documented through its publicly available [annual reports and dashboards](#). The plan remains actively implemented and embedded across international recruitment, student support, partnerships, and institutional practices, with progress reviewed and reported annually. NIC has continued to strengthen international student supports across the full student lifecycle, including recruitment, pre-arrival, arrival, and during-studies phases, and continues to be committed to responsible enrolment management. The College's Office of Global Engagement has maintained a strong focus on international student well-being, with stated objectives to sustain high levels of student satisfaction and perceptions of a supportive learning environment.

#### 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 recognition of the rights of Indigenous Peoples to participate in shared decision-making related to post-secondary education and skills training policies, programs, and services. NIC's Indigenous Education team continues to advance this work through the development and implementation of the Framework for Indigenous-Led Education and Training, which guides ethical, accountable, and culturally grounded engagement in Indigenous-led and in-community programming. The College remains committed to ensuring that Indigenous voices lead the design and delivery of Indigenous-focused and Indigenous-funded programs, strengthening respectful relationships and supporting transformative partnerships.

Guided by the NIC [Indigenous Education Council](#) and aligned with the [Working Together](#) co-strategic Indigenization plan, this framework supports the college's commitments to reconciliation, Indigenization, and decolonization. Rooted in the principles of 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 offer clear direction for working collaboratively with Indigenous communities and organizations. The Indigenous Education team will continue to lead and support these efforts to create meaningful and lasting change.

Ongoing initiatives with continued success in 2025/26 include:

- **Indigenous content in all academic programs** – NIC remains committed to embedding Indigenous knowledge and perspectives across all academic programs. Curriculum development efforts ensure that each program includes at least one course exploring Indigenous histories and examining how Indigenous issues intersect with the field of study. Program areas identified in the Truth and Reconciliation Commission's Calls to Action continue to implement the education-related Calls to Action and the education articles within the United Nations Declaration on the Rights of Indigenous Peoples. Additional details are available in 6. Report on Lasting and Meaningful Reconciliation.
- **Indigenous Education Facilitator support for faculty** – The Indigenous Education Facilitator provides essential guidance, resources, and expertise to help faculty integrate Indigenous perspectives into their teaching. Through workshops, consultations, and collaborative curriculum development, the facilitator supports instructors in navigating culturally sensitive topics, developing culturally relevant

learning materials, and fostering inclusive classroom environments. This role ensures that engagement with Indigenous content is respectful, informed, and grounded in 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 2026.
- **Journey to Reconciliation training for staff and faculty** – Community consultations and direction from the NIC Indigenous Education Council have identified the need for a locally developed training that provides foundational knowledge about Indigenous Peoples, including local perspectives from the First Nations on whose territories NIC campuses are located. This course for staff and faculty is currently being piloted with multiple groups at NIC and is scheduled for completion in 2026.
- **Expanded Elder- and Navigator-guided student supports** – NIC continues to strengthen both in-person and digital [supports for Indigenous students](#). Elders and Indigenous Education Navigators are available at all four campuses to assist with educational planning, liaising with instructors, connecting with Indigenous sponsorship organizations, and offering personal and cultural guidance. These supports help students navigate their academic journeys in ways that honour their identities, strengths, and community connections.
- See 3.6 Rooms, Indigenous-Led Education, and 3.8 Roof, Reconciliation for additional information and achievements.

## 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 Sexualized Violence Prevention and Response Initiatives

In 2025/26, NIC advanced sexualized violence prevention and response through a coordinated institutional approach that combined awareness and prevention activities with education and training for students, staff, and faculty. This work included orientation and transition programming, targeted outreach to trades cohorts, campus-wide awareness initiatives, peer-supported engagement, and practical workshops focused on consent, bystander intervention, and responding to disclosures.

These efforts were designed to create low-barrier opportunities for engagement, strengthen understanding of sexualized violence prevention and response, and connect members of the NIC community with relevant information and supports. More detailed examples of these activities are provided in the following subsections.

#### ***Orientation and early-year engagement***

Orientation and transition events at the beginning of the academic year (September 2025) provided opportunities for direct engagement with students regarding consent, healthy relationships, and available supports. Across in-person and virtual programming at NIC's Comox Valley, Campbell River, and Port Alberni campuses, approximately 346 students participated in consent-focused conversations and outreach activities.

#### ***Trades program outreach***

Because trades programs begin throughout the academic year rather than through a single intake, NIC delivered targeted classroom-based orientation sessions directly to trades cohorts. Between September and December 2025, the Healthy Trades Liaison, in collaboration with Student Services staff and SkilledTradesBC representatives, delivered 35 classroom sessions in person. Each session included consent education, harassment awareness, and information about reporting and support services. These sessions helped ensure that students and faculty in trades and technical programs with non-traditional start dates received consistent prevention and awareness education.

#### ***Gender-Based Violence Awareness Month***

NIC also delivered a multi-campus Gender-Based Violence Awareness Month in November 2025, which included:

- campus consent education tabling (86 direct engagements)
- social media awareness campaigns (50 to 220 interactions per post)
- 16 Days of Activism Against Gender-Based Violence campaign (60 interactions per post)
- distribution of educational resources and peer-supported engagement activities

#### ***Skills-based workshops***

NIC Counselling delivered the Safer Campuses for Everyone: Learn, Act, Support workshop series in 2025/26. These sessions emphasized practical skill development, including recognizing harm, intervening safely as a bystander, and responding appropriately to disclosures of sexualized violence.

Participants included students, staff, and faculty from NIC and other institutions (College of the Rockies, Selkirk College, and Northern Lights College). The following sessions were offered:

- Consent and Communication (October 3, 2025)
- Bystander Intervention (November 14, 2025)
- Responding to Disclosures (February 13, 2026)

Additional programming included:

- Trades-focused bystander intervention workshop (online)
- Online bystander intervention workshop

### ***Online Training***

NIC updated and relaunched the Sexualized Violence: Safer Campuses for Everyone asynchronous Brightspace training modules in September 2025 for both employees and students. These online training modules provide foundational education on consent and healthy relationships, responding to disclosures, bystander intervention, as well as institutional reporting pathways and supports for survivors. So far, 91 employees and 30 students have participated in the training.

### ***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 with plans to align policy planning with the updated legislative context introduced through Bill 18 while incorporating NIC student and campus community feedback into the review process.

### ***Student Perceptions of Sexualized Violence Survey***

NIC continues to use the Student Perceptions of Sexualized Violence Survey (SPSVS) results to inform prevention programming, policy development, and awareness activities. Key findings point to strong student confidence in NIC's response processes, including trust that concerns will be taken seriously and addressed fairly. Across key indicators related to institutional response, 89% to 92% of respondents reported positive perceptions.

At the same time, the results highlight the continuing importance of accountability and clear reporting pathways. They also point to a participation gap in training, with many students reporting no prior training, depending on year of study, alongside lack of meaningful engagement in consent education and related topics. This suggests a need to expand access to introductory training opportunities and integrate prevention education earlier in the student experience.

At the provincial level, survey findings point to opportunities for post-secondary institutions to strengthen education in areas such as digital and image-based sexualized violence and to improve clarity around the distinction between disclosure and formal reporting. The results also show strong student interest in practical, applied training, including responding to disclosures, bystander intervention, and workshops grounded in real-world scenarios.

The survey highlights differences in perceptions of safety, prevention, and trust among equity-deserving student groups, including gender-diverse students, Indigenous students, students with disabilities, and non-heterosexual students. NIC will use this information to strengthen intersectional and culturally responsive prevention strategies, including targeted outreach and consultation.

The SPSVS serves as a critical feedback mechanism for NIC. The College has begun using these insights and will continue to refine campaigns, expand peer-supported and skills-based learning, inform training priorities, support targeted prevention initiatives, and guide the 2026 policy review. Together, these efforts will help ensure that NIC's sexualized violence prevention and response framework continues to align with community needs, emerging risks, and evolving legislative requirements.

## 5.2.2 Former Youth in Care (FYIC)

### *Participation and success*

- In the 2025/26 fiscal year, NIC saw 52 former youth in care benefit from the B.C. Government's tuition waiver program, with a total of \$150,591 distributed in waivers, representing an 18% increase in the number of program recipients and a 33% increase in the total distributed amount dollar value over the previous fiscal year (44 youth and \$113,207 for FY 2024/25).
- Four current or former youth in care (C/FYIC) accepted offers for on-campus housing in 2025/26.
- More than 90% of students who received a Learning for Future Grant (LFG) successfully completed their courses, suggesting that NIC's proactive communication, accessible supports, and targeted interventions are contributing to positive student outcomes.

### *Supports*

- **Priority access to advising and financial supports** – Students receiving a tuition waiver are referred directly to education and financial aid advising, with inquiries flagged for priority response. Most receive follow-up within 24 hours by email or phone, supporting timely access to needed services.
- **Priority access to student housing** – C/FYIC students are given priority consideration for student housing to support stable accommodation during their studies. Housing staff provide individualized support throughout the process, including one-to-one communication, application guidance, and, where possible, opportunities to view housing spaces before arrival. Housing staff also work closely with Student Services to connect C/FYIC students with additional supports, such as financial aid advising and wellness resources, helping to promote continuity of care, community connection, and student success.
- **Technology access support** – NIC distributed laptops to FYIC students in need of technology and submitted a detailed request to the donor to support renewal of the program in the future.
- **System-generated student communication** – NIC implemented an automated email process to contact students who identify themselves as FYIC applicants, providing timely, plain-language information about available supports and resources. This system-based approach helps ensure eligible students receive consistent information at the appropriate point in their transition to NIC.
- **Cross training for front-line support** – New student advisors and housing staff are oriented to ensure awareness of supports available to FYIC students. This supports timely service and direct referral from front-line staff to the team lead for the FYIC portfolio. All student-facing staff also receive training to strengthen support for FYIC students.

- **Streamlined internal processes** – NIC established a clear, up-to-date business process for regularly reviewing FYIC files to help ensure all eligible students receive the LFG and other available supports.

### *Strategies*

- **Self-identification and early outreach** – When students self-identify as C/FYIC on their EducationPlannerBC application, NIC follows up to raise awareness of available supports for new applicants and remind continuing applicants to connect with financial aid. NIC also supports self-identification through the student housing application process, helping ensure students are informed about available supports, including priority housing access, financial assistance, and campus wellness services. Additional outreach is provided through housing orientation programming that supports prospective C/FYIC learners in navigating post-secondary pathways.
- **Personalized outreach and follow-up** – When a tuition waiver application is denied, NIC’s Educational Advisor for FYIC students reaches out to offer support, which may include an appeal or an assessment of alternative funding options. If the student becomes eligible for a tuition waiver at a later date, the advisor follows up again at that time.
- **Faculty awareness and referral capacity** – Information about FYIC supports is shared with faculty through the department chair working group, helping ensure student-facing faculty are aware of available supports and able to make effective referrals.
- **Collaboration with regional partners** – NIC engages regularly with high school support teams, First Nations funders and supports, and community-based programs such as Strengthening Abilities and Journeys of Empowerment. This work strengthens relationships, improves communication, and supports a more coordinated wraparound network for FYIC students.
- **Active participation in community networks** – NIC participated in every Community of Practice meeting during the reporting period to remain engaged with sector-wide initiatives and emerging practices related to FYIC student support.
- **Sector engagement through StudentAid BC relationships** – The team lead for the FYIC portfolio also serves on the executive of the Association of Student Awards Professionals (ASAP), helping ensure FYIC-specific issues are brought forward in sector-level discussions related to student financial assistance.

## 5.2.3 Dual Credit Programming and K-12 Transitions

### *Strong participation*

- North Island College enrolled 215 students in 16 Dual Credit programs in 2025/26, including 109 in trades and apprenticeship programming, 92 in university studies and business pathways, and 14 in Early Childhood Care & Education and Health Care Assistant 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***

North Island College delivered a comprehensive suite of outreach and engagement activities to support Dual Credit students, their families, and high school partners throughout the 2025/26 fiscal year. These included:

- Guided campus tours for incoming Dual Credit students, with additional campus tours offered throughout the year, and the inclusion of Dual Credit students in NIC orientation programming.
- In-person events for high school counsellors that highlight Dual Credit pathways and include participation from faculty, admissions, and advising and ongoing communications with counsellors and career coordinators, providing information about opportunities, important dates, and deadlines, along with direct support from the Senior Future Student Engagement Liaison.
- Recruiter attendance at key school district-led events, including Dual Credit Parent Nights in both the Comox Valley and Campbell River.
- Promotion of Dual Credit opportunities through fall and spring high school tours and regular high school visits within the NIC catchment region, where recruiters deliver presentations and visit Grade 10 and 11 careers classes, as well as end-of-program visits for Health and Trades cohorts.
- See 3.5 *Doorways, Pathways to Learning* for other details.

In addition, NIC Fest, the college's fourth annual education and career festival, welcomed more than 700 Grade 10, 11, and 12 students across three campus communities, connecting them with programs, services, and future career opportunities.

### ***Plans for a new regional partnership***

- On the heels of a successful grant application, submitted by the school districts to enhance dual credit programming, NIC is drafting a North Island partnership agreement with School Districts 47 (Powell River), 69 (Qualicum), 70 (Pacific Rim/Alberni), 71 (Comox Valley), and 72 (Campbell River) to support a more coordinated regional approach to dual credit programming. Once implemented, the agreement will provide a framework for collaborative planning, shared communication, coordinated student supports, and improved access to post-secondary education across North Vancouver Island and the Sunshine Coast.

## **5.2.4 Work-Integrated Learning (WIL)**

### ***Enrolment***

- **Record WIL participation** – WIL enrolment reached its highest level to date in 2025/26, with 983 students participating across 52 WIL offerings (excluding trades apprenticeships).
- **Strong international student engagement** – Although declining from the previous year's record highs, international student participation in WIL remained strong in 2025/26, with 192 students making up 20% of the total WIL headcount.
- **Cumulative growth since BUILD 2026 launch** – Since the launch of NIC's strategic plan, BUILD 2026, five years ago, enrolment in WIL offerings has increased steadily, growing by an average of 5% annually and averaging just under 890 students per year.

### ***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.
- **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 and community engagement** – Working with community partners and local employers and businesses, the NIC WIL team organized several successful employer engagement events in 2025/26, including an Opportunities Fair in Winter 2026 that featured over a dozen local businesses where students were able to talk to prospective employers and learn more about what sorts of skills and knowledge are needed in specific sectors. Furthermore, the WIL team supported two student teams from NIC’s engineering foundations program in participating in the Food and Farming Virtual Hackathon, an experiential learning opportunity where students were able to apply their training and problem-solving skills to real-world agriculture and food systems problems. 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 supports, 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
  - *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.

# 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"> <li>Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>All students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> by the <a href="#">National Centre for Truth and Reconciliation</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Reserved seats and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Beginning Fall 2026, completion of ABG-100, <i>Histories and Impacts of Colonization</i> will be a program requirement (currently has been a strongly suggested elective).</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Hiring process underway for a faculty member with Indigenous ancestry to teach in the Human Services Educational Assistant/Community Support Worker (Indigenous Focus) Certificate (EA/CSW-IF) program.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>The Kyuquot/Checleseht, Ahousaht and Mowachaht/Muchalaht First Nations are seeking funding for Fall 2026 for an in-community delivery of the EA/CSW-IF program to support members, who are currently working as untrained education assistants, in achieving EA/CSW certificates. The Nations are currently awaiting confirmation from the potential funding source.</li> </ul>

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

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>Moved to the <a href="#">Science of Early Childhood Education</a>, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Increased orientation to <a href="#">Aboriginal Infant Development Programs</a>, including speech and language and supported child development programs and resources.</li> </ul>
<b><i>Student Supports</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>Reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Funding applications for the <a href="#">Early Childhood Educators of BC Education Support Fund</a> with priority going to students who self-identify as Indigenous (First Nations, Métis or Inuit).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous advisors/counsellors for academic and personal counselling needs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Strengthened work-integrated learning options to support student practice in home communities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Work-based practicums created to support students staying in early learning employment while completing credential.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b><i>Cultural Awareness Workshops</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>Partnered with the <a href="#">Nuyumbalees Cultural Centre</a> on Cape Mudge, Quathiaski Cove.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Faculty attended <i>Sharing Métis Culture</i> workshops and integrated resources into teaching.</li> </ul>
<b><i>Faculty Supports</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>Membership in <a href="#">Early Childhood Educators of BC</a> is a requirement for faculty.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Membership in the <a href="#">British Columbia Aboriginal Child Care Society</a> is a requirement for faculty.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, <a href="#">Pulling Together: A guide for Indigenization of post-secondary institutions</a>, by Kory Wilson, available through BCcampus.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Added equity literacy as a lens of support.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC's Indigenization and Internationalization plan, <a href="#">Journeying Together</a>.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Participation on Early Years Community Tables now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.</li> </ul>
	<b><i>In-Community Programming</i></b>
In progress	<ul style="list-style-type: none"> <li>The success of the in-community delivery of the ECCE preparatory pathway (Spring 2025) and ECCE Certificate program (2025/26) has led the Homalco First Nation to seek funding to continue this in-community offering, enabling students to complete their ECCE diploma in the 2026/27 academic year. Funding confirmation from the Nation is anticipated by May 2026.</li> </ul>
New   Planned	<ul style="list-style-type: none"> <li>The Nuu-chah-nulth Employment and Training Program (NETP) is currently offering an in-community ECCE pathway with the intention to start offering an ECCE certificate beginning in the 2026/27 academic year (funding is in place).</li> </ul>

### 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"> <li>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. Language courses were offered in community in Tsaxis.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Delivery of one ABE Level course in Nuu-chah-nulth language, two ABE level courses in Kwak'wala and the delivery of a 100-level Indigenous Language Fluency course in Nuu-chah-nulth.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ahousaht First Nation via digital delivery will complete in June 2026. A new cohort will also begin in 2026.</li> </ul>
New	<ul style="list-style-type: none"> <li>Indigenous Language Fluency Certificate in Liq'wala language was offered in partnership with Wei Wai Kum and We Wai Kai First Nations via in person delivery and will complete in June 2026. Another delivery for Fall 2026 is being explored</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Development of Indigenous Language Fluency Certificate in Ayajuthem language in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin First Nations.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs.</li> </ul>
New	<ul style="list-style-type: none"> <li>Early conceptual work underway on the development of an Indigenous Language Fluency diploma.</li> </ul>

**6.1.4 Call #23: Healthcare Professionals**

*We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal healthcare 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"> <li>In collaboration with 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"> <li>A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system.</li> <li>A smudging ceremony in which each student took part in a ceremonial cleanse.</li> <li>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 <a href="#">First Nations Health Authority</a> representing commitment to anti-racism, cultural safety and humility.</li> </ul> </li> </ul>
Implemented	<ul style="list-style-type: none"> <li>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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>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 <a href="#">Canadian Association of Schools of Nursing</a> 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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>The HCA program has reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>

### 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
	<b><i>Bachelor of Science in Nursing Degree (BSN)</i></b>
New   In Progress	<ul style="list-style-type: none"> <li>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.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Faculty participate in a workshop held by NIC Elders in Residence focused on changing mindsets and engaging in transformation reconciliation.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Third-year BSN students research national, provincial and local responses to the TRC Calls to Action.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>• Third-year BSN students take NIC's <i>Global Health Issues</i> course, which has a significant focus on the TRC Calls to Action and anti-racism.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• BSN students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Reserved seating and priority admission for students of Indigenous ancestry in the BSN program.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• In Spring 2025, three faculty members attended the International Council of Nurses Congress in Helsinki, Finland, with one member presenting the <a href="#">Learning Our Way</a> project.</li> </ul>
<b><i>Practical Nursing Diploma (PN)</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>• Mandatory course content covering key findings from the <a href="#">In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care</a> report was developed and implemented in 2023/24.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• PN students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Reserved seating and priority admission for students of Indigenous ancestry in the PN program.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Students read and discuss the book <a href="#">Beyond the Orange Shirt Story</a>, a collection of stories from family and friends of Phyllis Webstad. There is an accompanying learning module that all students complete.</li> </ul>

**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"> <li>Offered skills-based workshops with faculty on creating inclusive, Indigenized and intercultural learning outcomes.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Participated in the second annual Community Connections and Learning Day for all staff at NIC which provided sessions on Journey to Reconciliation training with Indigenous Education faculty.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Provided core competency monthly drop-in sessions for faculty to discuss inter-culturalization.</li> </ul>
Ongoing	<p><b><i>Journeying to Reconciliation – Development, Pilot Summary</i></b></p> <p><i>Development Process</i></p> <ul style="list-style-type: none"> <li>The <i>Journeying to Reconciliation</i> course was developed as a multi-module learning experience designed to build foundational understanding of Indigenous histories, rights, relationships, and institutional responsibilities.</li> <li>Content development included creation or curation of readings, videos, reflective activities, and facilitated discussions.</li> <li>The time-log pilot review identified a minimum of 31 hours and 40 minutes of required content engagement, not including discussions, surveys, or in-person components.</li> </ul> <p><i>Pilot Process</i></p> <ul style="list-style-type: none"> <li>A small pilot group completed all core modules while tracking time requirements for navigation, reading, viewing content, and participation.</li> <li>The pilot confirmed that the learning load is meaningful and appropriate for a structured professional-learning program.</li> <li>Feedback from the pilot will help refine pacing, activities, learning outcomes, and facilitation plans prior to broader implementation.</li> <li>The NIC Academic Matters Working Group will participate in the next round of pilot testing.</li> <li>19 Wing pilot begins in February.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Developing an Indigenous education resource SharePoint site to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.</li> </ul>

## 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"> <li>Governed by the Nuuchahnulth values of respect, order and protocols, Elder's teaching, sustainability, children as the future, responsibility, accountability, preparation, family, community, and celebration, <a href="#">Nuuchahnulth Tribal Council</a> partners with North Island College to create a Nuuchahnulth Pathways to Education program. The Pathways to Education program combines in-class instruction with land-based cultural and personal learning to prepare Nuuchahnulth 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 Nuuchahnulth 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.</li> </ul>
New	<ul style="list-style-type: none"> <li>Development process is underway for a new program titled Teaching Our Way – Indigenous Education Diploma. The proposed Indigenous Education Diploma will serve as a first phase addressing requests from representatives of Indigenous communities that NIC serves through the Indigenous Education Council (IEC).  The IEC has requested that NIC lead the development and delivery of a five-year Indigenous-led Teacher Education Program rooted in Indigenous worldviews, language, land-based learning, Indigenous pedagogy, self-determination, sovereignty, cultural revitalization, and community-led education. This diploma will serve both as an independent credential and a foundational component of the eventual degree program.</li> </ul> <p><i>The diploma will:</i></p> <ul style="list-style-type: none"> <li>Provide foundational training in Indigenous education aligned with community priorities.</li> <li>Provide a subsequent credential pathway for students who have completed their Indigenous Leadership certificate or Indigenous Language Proficiency certificate.</li> <li>Prepare learners to pursue a Bachelor of Education rooted in Indigenous pedagogies.</li> <li>Increase the number of Indigenous educators with deep cultural and community connections.</li> <li>Promote Indigenous language revitalization and land-based learning practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build capacity for NIC to offer a fully accredited, standalone Indigenous-led, Teacher Education Degree.</li> </ul>
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### 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"> <li>• 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. Additional courses available to business students that support Indigenous ways of knowing and being are: <ul style="list-style-type: none"> <li>• ABG-102, <i>Governance and Organizational Structures</i>;</li> <li>• ABG-103, <i>Vision, Values, Philosophies and Ethics</i>;</li> <li>• ABG-105, <i>Politics, Policy and Practice</i>;</li> <li>• ABG-110, <i>Community Development &amp; Planning</i>;</li> <li>• ABG-111, <i>Economic Development</i>;</li> <li>• ABG-120, <i>Communications</i>;</li> <li>• ANT-250, <i>Ethnology of North America</i>;</li> <li>• ENG-127, <i>Indigenous Literatures in Canada</i>;</li> <li>• FNS-160, <i>First Nations Education: Traditional and Contemporary</i>;</li> </ul> </li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>• GLS-140, <i>Fishing, Indigeneity and the Asia Pacific I</i>;</li> <li>• GLS-240, <i>Fishing, Indigeneity and the Asia Pacific II</i>;</li> <li>• GLS-241, <i>Field School: Fishing, Indigeneity and the Asia Pacific</i>;</li> <li>• HIS-246, <i>Domination and Resistance: A History of Imperialism and Colonialism</i>; and,</li> <li>• SOC-130, <i>First Nations Sociology</i>.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• ENG-116, <i>Essay Writing &amp; Indigenous Perspectives</i>, 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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• ENG-166, <i>Effective Organizational Communications</i>, 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 <a href="#">Crown-Indigenous Relations and Northern Affairs Canada</a> (CIRNAC), <a href="#">Indigenous Services Canada</a> (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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Consistent with last year’s report, NIC’s 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 across NIC’s business credentials 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.</li> </ul>
New   Ongoing	<ul style="list-style-type: none"> <li>• Students, staff and faculty in NIC’s Business Department now have the opportunity to learn about cultural safety through “experiential reconciliation workshops” which introduce participants to Indigenous cultural and practical communication strategies that ultimately support inclusiveness and intercultural understanding. This was already offered as part of the Island Pre-Health Science program but as of 2025/26 has been expanded to be accessible to students, staff and faculty across the Faculty of Arts, Science &amp; Management.</li> </ul>

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

How your institution is 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
<p>NIC recognizes the authority and direction of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw, and Coast Salish traditions on whose traditional and unceded territories the college 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.</p>	
	<p style="text-align: center;"><b><i>Indigenous Education Council</i></b></p>
Ongoing	<ul style="list-style-type: none"> <li>• NIC is accountable to the NIC <a href="#">Indigenous Education Council</a><sup>6</sup> (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"> <li>• working in collaboration with NIC, to guide the development and implementation of the <a href="#">Working Together – North Island College Indigenous Plan 2021-2026</a>;</li> <li>• providing guidance in developing responsive curriculum;</li> <li>• providing guidance on student access, retention and success;</li> </ul> </li> </ul>

<sup>6</sup> 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"> <li>• providing guidance on in-community programming transition support;</li> <li>• being an active community partner;</li> <li>• developing, strengthening and expanding strategic partnerships;</li> <li>• raising awareness about post-secondary education throughout the region; and</li> <li>• strengthening NIC employees' skills to support the <a href="#">Colleges and Institutes Canada Indigenous Education Protocol</a>.</li> </ul> <ul style="list-style-type: none"> <li>• The IEC continues to explore the development of a co-governance model with NIC's Board of Governors.</li> </ul>
	<b><i>Regional Advisory Committees</i></b>
Ongoing	<ul style="list-style-type: none"> <li>• 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"> <li>• identify local education and training priorities, and</li> <li>• advise on local community development and economic development plans.</li> </ul> </li> </ul>
	<b><i>Working Together – North Island College Indigenization Plan</i></b>
Ongoing	<ul style="list-style-type: none"> <li>• In 2021, the NIC <a href="#">Indigenous Education Council</a> launched <a href="#">Working Together – North Island College Indigenization Plan 2021-2026</a>, the college's first Indigenization plan. The plan adopts B.C.'s <a href="#">Declaration on the Rights of Indigenous People Act</a> as its reconciliation framework and actions the <a href="#">Colleges and Institutes Canada Indigenous Education Protocol</a> to bring this framework to life. Working Together commits NIC to: <ol style="list-style-type: none"> <li>1. <b>Action</b> – Making Indigenous education a priority.</li> <li>2. <b>Governance</b> – Ensuring governance structures recognize and respect Indigenous Peoples.</li> <li>3. <b>Teaching and learning</b> – Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches.</li> <li>4. <b>Understanding and reciprocity</b> – Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples.</li> <li>5. <b>Employee recruitment</b> – Increasing the number of Indigenous employees, including Indigenous senior administrators.</li> <li>6. <b>The learning environment</b> – Establishing Indigenous-centred holistic services and learning environments.</li> <li>7. <b>Building relationships</b> – Being accountable in Indigenous communities in support of self-determination.</li> </ol> </li> <li>• 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.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>Reporting annually to the NIC community, <a href="#">Working Together</a> has advanced key initiatives and operational changes in accordance with these commitments (see <a href="#">3.6 Rooms, Indigenous-Led Education</a> and <a href="#">3.8 Roof, Reconciliation</a>).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>NIC's year-four <a href="#">2024/25 Working Together Dashboard</a> can be viewed on NIC's website under <i>Leadership and governance, Plans and publications</i>. The year-five annual dashboard is in progress.</li> </ul>
<b><i>Indigenous Employees</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>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 (<a href="#">Working Together Goal 2.1</a>).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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 (<a href="#">Working Together Goals 5.1, 5.2, and 5.3</a>).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>NIC maintains special program approval through the <a href="#">BC Human Rights Tribunal</a> to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>Executive Director of Indigenous Education,</li> <li>Indigenous Education Navigator,</li> <li>Elder in Residence,</li> <li>faculty in Indigenous programming,</li> <li>Indigenous Counsellor,</li> <li>Indigenous Project Analyst, and</li> <li>Manager and Associate of Indigenous and Regional Partnerships.</li> </ul> </li> </ul>
<b><i>Journeying Together – NIC's Internationalization and Indigenous Plan</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>In Fall 2022, NIC launched <a href="#">Journeying Together</a>, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC <a href="#">Indigenous Education Council</a>, 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 <a href="#">Canadian Bureau for International Education</a> as well as an Excellence in Global Engagement Award from <a href="#">Colleges and Institutes Canada</a>.</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> <li>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"> <li>collaborations with Te Whare Wānanga o Awanuiārangi, Te Rito Maioha and the University of Waikato in New Zealand;</li> <li>ongoing partnership development in New Zealand with members of the Indigenous Education and team visiting partner institutes and attending WIPCE in November 2025; and,</li> <li>hosting an Indigenous international field school on Vancouver Island in May 2026 with students coming from Hawaii, New Zealand and Mexico.</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b><i>First Nations Partnership Programs</i></b>	
New   In Progress	<ul style="list-style-type: none"> <li>Delivering Indigenous Language Fluency Certificate in Liq’wala in partnership with Wei Wai Kum and We Wai Kai First Nations.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Delivering Indigenous Language Fluency Certificate in Nuu-chah-nulth language in partnership with Ahousaht First Nation.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Delivering Adult Basic Education and University Studies courses in partnership with Mowachaht/Muchalaht First Nation.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Delivered Early Childhood Care and Education Certificate in partnership with Homalco First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered Small Engine Repair training in partnership with Ha’oom Fisheries Society.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Delivering Carpentry Level 2 training in community in Ukwanalis Village (Kingcome Inlet) in partnership with Dzawada’enuxw First Nation, Homalco First Nation and Nuu-chah-nulth Employment and Training Program.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Delivering Indigenous Leadership Certificate.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Delivered 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.</li> </ul>
<b><i>Indigenous-Led Education</i></b>	
Ongoing	<ul style="list-style-type: none"> <li>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</li> </ul>

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>programming and is now being integrated into NIC’s operational planning processes as the foundational approach for all Indigenous partnerships. FILET has been implemented for all Indigenous Led and In Community programs since April 2025.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>See 3.6 Rooms, Indigenous-Led Education.</li> </ul>
	<p><b><i>Reconciliation</i></b></p>
Ongoing	<ul style="list-style-type: none"> <li>See 3.8 Roof, Reconciliation.</li> </ul>
	<p><b><i>Diversity, Equity and Inclusion</i></b></p>
Ongoing	<ul style="list-style-type: none"> <li>See 3.8 Roof, Diversity, Equity and Inclusion.</li> </ul>
	<p><b><i>Ensuring that Indigenous Learners Can Achieve Their Higher Educational Goals</i></b></p>
Ongoing	<ul style="list-style-type: none"> <li>See 5 Mandate Priorities and Strategic Initiatives, Priority 4.</li> </ul>

## 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 (<a href="#">BCCNM</a>) establishes the following standards for Registered Nurses and Licensed Practical Nurses:</p> <ul style="list-style-type: none"> <li>• Self-reflective practice (It Starts with Me).</li> <li>• Building knowledge through education.</li> <li>• Anti-racist practice (Taking Action).</li> <li>• Creating safe healthcare experiences.</li> <li>• Person-led care (Relational Care).</li> <li>• Strengths-based and trauma-informed practice (Looking Below the Surface).</li> </ul> <p>The <a href="#">Canadian Association of Schools of Nursing</a> establishes and promotes national standards of excellence for nursing education across Canada.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Health Care Assistant Certificate	<p>The following standards have been set out by the <a href="#">BC Care Aid &amp; Community Health Worker Registry</a> to provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:</p> <ul style="list-style-type: none"> <li>• Respect the individuality, diversity, and dignity of clients and families.</li> <li>• Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures.</li> <li>• Provide culturally safe and sensitive care.</li> <li>• Discuss traditional medicines, healing practices, and alternative forms of healing.</li> </ul>

### 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"> <li>An Indigenous instructor teaches in both the PN and HCA programs.</li> </ul>
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> <li>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 <i>Health and Wellness in First Nations Communities</i> course.</li> </ul>
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> <li>NIC continues to have an Elder in Residence assigned to the Faculty of Health and Human Services. The Elder is a retired registered nurse and has supported NIC's health programs for decades.</li> </ul>

### 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
Intakes have reserved seats for self-identified Indigenous students.	<ul style="list-style-type: none"> <li>• <b>Bachelor of Science in Nursing Degree – Option A:</b> 2025/26 intake had three reserved seats.</li> <li>• <b>Bachelor of Science in Nursing Degree – Option C (LPN to BSN):</b> two reserved seats. This program is only offered every three years with the next cohort beginning Fall 2026.</li> </ul>	<10 students self-identified as Indigenous (not all requested consideration for priority seating)
	<ul style="list-style-type: none"> <li>• <b>Practical Nursing Diploma:</b> two reserved seats at each campus (Campbell River, Comox Valley, and Port Alberni) in 2025/26.</li> <li>• <b>Access to Practical Nursing Diploma:</b> two reserved seats. Only offered every two years with the next cohort beginning Fall 2026</li> </ul>	10 students between the two program areas self-identified as Indigenous
	<ul style="list-style-type: none"> <li>• <b>Health Care Assistant Certificate:</b> two reserved seats in each base funded 2025/26 cohort: 1 cohort/year in Port Alberni, 2 cohorts/year in Campbell River and at the Comox Valley campus.</li> </ul>	34 students self-identified as Indigenous

### 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"> <li>See 6.1.5 Call #24: Medical and Nursing Schools.</li> </ul>
Practical Nursing Diploma	N/A	<ul style="list-style-type: none"> <li>See 6.1.5 Call #24: Medical and Nursing Schools.</li> </ul>
Health Care Assistant Certificate	N/A	<ul style="list-style-type: none"> <li>See 6.1.4 Call #23: Health-Care Professionals.</li> </ul>

NORTH ISLAND COLLEGE



## Institutional Accountability Plan & Report

2025-2026 REPORTING CYCLE

### About the cover photographs

Opening ceremonies for tul'al'txw, NIC's Student Housing at the Comox Valley Campus:

**LEFT:** Indigenous dancers from K'ómoks First Nation during the opening ceremony

**TOP RIGHT:** Signage displaying gifted names for each of the housing buildings

**LOWER RIGHT:** Interactions with NIC's mobile 50th Anniversary exhibit



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.3

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

<b>Agenda Item:</b>	BUILD 2026 Strategic Plan and Year 5 Dashboard
<b>Action Required:</b>	For Board review and approval
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE <i>BUILD 2026 STRATEGIC PLAN AND YEAR 5 DASHBOARD</i> .

### Background/History/Executive summary:

On May 28, 2021, the Board of Governors approved NIC's strategic plan, *BUILD 2026*, which set out measurable goals to be achieved in pursuit of our vision to deliver BC's best individualized education and training experience. During the five-year life of the plan, our progress has been reported semi-annually, in January (for the preceding Summer and Fall terms) and June (for the preceding Winter and Spring terms).

The attached dashboard represents the final report on the 58 measurables of *BUILD 2026* and demonstrates the significant achievements that have been made by NIC faculty, staff and administration in advancing the college toward its vision.

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

Complete	On Track	Behind
52	5	1

The dashboard indicates that NIC is behind on one measurable as follows:

**2.1.c: Implement combined teaching-and-learning/ digital-learning strategy.**

*The Roadmap (“Roadmap for Enhancing Quality Student Learning”) will be finalized as part of the next strategic plan.*

The *BUILD 2026 Strategic Plan and Year 5 Dashboard* was reviewed on June 8, 2026 by the College Plan Committee.

The Leadership Team thanks NIC’s faculty, staff and administration for their work on *BUILD 2026* throughout its five-year timeline and for the investment they continue to make in the college's mission and vision.

Once approved, the *BUILD 2026 Strategic Plan and Year 5 Dashboard* will be posted to the [Plans and publications](#) page on NIC’s website.

### Policy analysis/strategic priority:

Board Governance Authority Matrix – Strategic Direction

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

*dialogue, collaboration and consultation, to manage risk, achieve our goals and obtain results.*

**Attachments:**

*BUILD 2026 Strategic Plan and Year 5 Dashboard*

**Action:**

For Board review and approval

# BUILD



**STRATEGIC PLAN AND YEAR 5 DASHBOARD**

**NORTH ISLAND COLLEGE**



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



# TABLE OF CONTENTS

**Introduction** ..... 5  
 How the Dashboard Works ..... 11

**Work on each of the following elements takes place in tandem as we build NIC together:**

**① People**  
 1.1 Healthy and Productive Workplaces ..... 12  
 1.2 People Development ..... 13  
 1.3 Employee Engagement and Collaboration ..... 13

**② Foundation**  
 2.1 Teaching and Learning ..... 14  
 2.2 Finances ..... 15  
 2.3 Information Technology ..... 16  
 2.4 Integrated Enrolment ..... 17  
 2.5 Campuses and Centres ..... 18  
 2.6 Risk Management ..... 19

**③ Frame**  
 3.1 Student Well-Being ..... 20  
 3.2 Student Support and Persistence ..... 21

**④ Doorways**  
 4.1 Program Entry ..... 22  
 4.2 Learning and Services ..... 23  
 4.3 Pathways to Learning ..... 24


**⑤ Rooms**  
 5.1 Indigenous-Led Education ..... 25  
 5.2 Community-Connected Learning ..... 26  
 5.3 Self-Directed and Customized Learning ..... 27  
 5.4 Global Learning ..... 28  
 5.5 Program Response and Renewal ..... 29

**⑥ Windows**  
 6.1 Brand and Identity ..... 30  
 6.2 Marketing and Recruitment ..... 31

**⑦ Roof**  
 7.1 Reconciliation ..... 32  
 7.2 Diversity, Equity and Inclusion ..... 33  
 7.3 Transparency and Accountability ..... 34

**⑧ Environment**  
 8.1 Climate and Sustainability ..... 35

**⑨ Communities**  
 9.1 Serving the People of the Region ..... 37  
 9.2 Community Engagement ..... 38  
 9.3 Social and Economic Development of the Region ..... 39

 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 [Plans and publications](#) on our website to see how we continue to build 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 5 IN REVIEW

**NIC has completed the final year of the BUILD 2026 strategic plan that focused on upholding our mission of helping to strengthen the communities we serve.**

**Despite many challenges over the past five years, NIC delivered results across a wide range of measures pertaining to programming, infrastructure, Indigenization and health and well-being.**

## **ADAPTING TO CHANGE**

Over the past five years, NIC has faced a rapidly shifting external landscape, impacted initially by the COVID pandemic and recently by federal and provincial directives. Primary among these is the federal government's January 22, 2024 pivot on immigration, reducing study-permit approvals for international students and post-graduation work-permit eligibility, which resulted in an unprecedented decline in international student enrolment nationwide. For NIC, this has created a 41% decline in full-time international student enrolment – from a record-high of 640 FTEs in 2024/25 to 380 FTEs in 2025/26.

This translated to a \$3.3 million reduction in tuition revenue overall for the college, straining NIC's finances and capacity to deliver programs.

Additionally, the June 10, 2025 provincial mandate letter directed NIC to review all its programs and initiatives to ensure it continues to offer only those which: remain relevant, efficient and sustainable; contribute to economic growth; and continued commitment to lasting and meaningful Reconciliation with Indigenous partners.

## **DIFFICULT DECISIONS**

In response to financial constraints, NIC has taken steps to ensure its sustainability and uphold its commitment to students and communities. Over the first half of 2025, the college initiated a difficult but necessary organizational realignment by adjusting staffing levels to match our new enrolment and financial realities. Staffing reductions occurred across all employee groups and were achieved, to a significant extent, through voluntary measures; however, involuntary layoffs and reductions were also unfortunately required.

Concurrently, in response to the Ministry's mandate letter, the college initiated a new annual Program Impact Assessment (PIA) process. The PIA process resulted in the suspension of several programs, effective Fall 2026. Though difficult, the process supports the college's goal of focusing resources on core offerings, including those that swiftly address skilled-worker shortages. It also supports our pursuit of structural solutions, new revenue streams and cost reductions to meet funding challenges created by declining international student numbers as well as recent tariff-related economic pressures.

## **STRENGTH IN COMMITMENT**

These tough 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.

In Fall 2025, North Island College celebrated its 50th anniversary – a milestone shaped by a half-century of innovation, resilience and deep connection to community. This coincided with the opening of the college's first-ever student housing commons, located at the Comox Valley campus. The new facility, built in partnership with the provincial government as part of its "Homes for BC" housing plan, was gifted the name tul'al'txw by the K'ómoks First Nation. The tul'al'txw student housing represents the NIC's continued commitment to support learners from all regions the college serves.



**Student Housing Commons**  
NIC Comox Valley Campus

# YEAR 5 IN REVIEW CONTINUED



## PLANNING OUR PATH FORWARD

Between July and December 2025, NIC undertook initial strategic planning activities, including an environmental scan and engagement with employees, students, Indigenous communities, governments, employers and community organizations across the region. This work generated valuable early insights to inform future strategic direction. As the province continues its review of the public post-secondary system, NIC is pausing further strategic planning activities, pending ministerial direction arising from that review. During this period, the college will continue to meet the requirements set out in the annual Ministry mandate letter.



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



**Nancy Arsenault** PhD  
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 CARE<sup>2</sup> 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.

This action statement was inspired by our *Engaging People* commitments.

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

This action statement was 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.

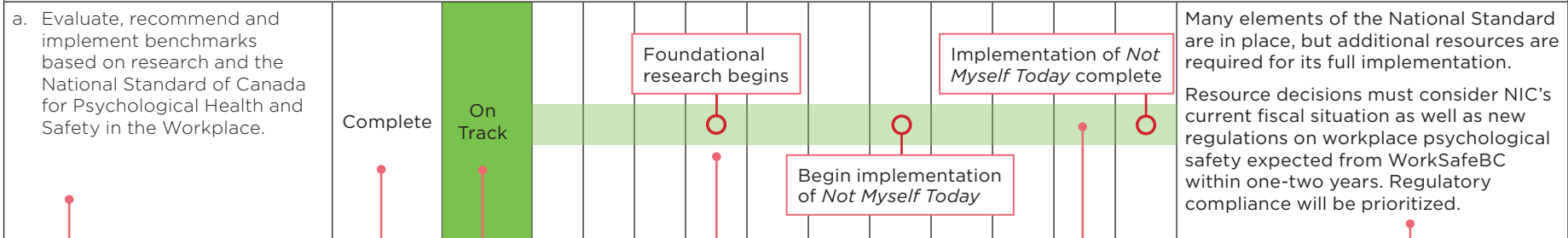
**Environment**  
8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.  
**Communities**  
9. We will serve the social and economic development needs of the people and region.

# 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 (gray 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
	<span style="background-color: #2e8b57; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: #90ee90; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: #ffcc00; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: #d3d3d3; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: #f0f0f0; width: 20px; height: 10px; display: inline-block;"></span>

### BUILD 2026 REPORTING

**Current Report**

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



# People



NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

The power of NIC lies in the strength, commitment and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation.

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

## 1.1 HEALTHY AND PRODUCTIVE WORKPLACES

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.

**Outcome: Healthier employees working in safe and supportive workplaces**

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	
<b>PEOPLE</b>														
<b>1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>														
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												<p>Many elements of the National Standard are in place, but additional resources are required for its full implementation.</p> <p>Resource decisions must consider NIC's current fiscal situation as well as new regulations on workplace psychological safety expected from WorkSafeBC within one-two years. Regulatory compliance will be prioritized.</p>
														<p>Foundational research begins</p> <p>Begin implementation of <i>Not Myself Today</i></p> <p>Implementation of <i>Not Myself Today</i> complete</p>

### 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**

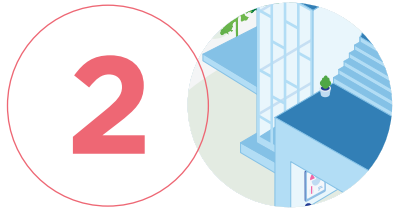
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>PEOPLE</b>														
<b>1.2 PEOPLE DEVELOPMENT</b>														
a. Implement People Plan to develop thriving, inspired and productive employees.	Complete	Complete												<p><i>Thriving Together Dashboard Year 3</i> will be shared internally in October, outlining progress achieved this year.</p> <p>Following completion of NIC’s new strategic plan, a new <i>People Plan</i> will be developed in support of the organizational strategy.</p>

### 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	
<b>PEOPLE</b>														
<b>1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>														
a. Develop and implement an internal communications strategy.	Complete	Complete												



# 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	
<b>FOUNDATION</b>														
<b>2.1 TEACHING AND LEARNING</b>														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	Complete				96%	93%	93%	97%	97%				
b. Implement a student learning-experience survey.	Complete	Complete				Survey complete		Implementation in TT programs						
							Implementation in HHS and ASM		Implementation institution-wide					

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	
<b>FOUNDATION</b>														
<b>2.1 TEACHING AND LEARNING</b> <i>continued</i>														
c. Implement combined teaching-and-learning/digital-learning strategy.	Complete	Behind												The Roadmap will be finalized as part of the next strategic plan.

**2.2 FINANCES**

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of the region. This ensures our sustainability over the long term, giving confidence to students and employees, as we recover from the pandemic and guard against future challenges and threats to our financial security. **We will develop a responsive financial model to eliminate the deficit and create fiscal health.**

**Outcome: Fiscal strength**

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	
<b>FOUNDATION</b>														
<b>2.2 FINANCES</b>														
a. Balanced budget within three years of the pandemic ending.	Balanced	Complete												
			Projected: (\$1.5M)			(\$793K)		(\$642K)						
			Actual: \$57K			(\$741K)		\$78K						
b. Long-term financial health (positive net asset position).	> \$2.8M	Complete												
			Projected in 2021: \$3.9M			\$2.8M		\$2.1M		\$2.1M		\$2.2M		
			Actual: \$5.4M			\$4.7M		\$4.8M		\$4.3M		\$3.8M		

### 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	
<b>FOUNDATION</b>														
<b>2.3 INFORMATION TECHNOLOGY</b>														
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														
Scoring for this cycle has been delayed as the National CyberSecurity Assessment works through a platform change. The next score is expected in late summer.														

\* 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.





## 2.6 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	
<b>FOUNDATION</b>														
<b>2.6 RISK MANAGEMENT</b>														
a. Develop and implement a college-wide risk-management program.	Complete	Complete												

The Gantt chart for goal 'a' shows a green bar from the start of Year 2 to the end of Year 4, indicating the goal is complete. Key milestones are marked with red circles and boxes: 'Framework development' (Year 2), 'ERM policy revision' (Year 3), 'Risk Appetite statement' (Year 3), and 'Framework implemented' (Year 4).




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

# 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.**

### 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	
<b>FRAME</b>														
<b>3.1 STUDENT WELL-BEING</b>														
a. Develop and implement a Student Mental Health and Well-Being plan.	Complete	Complete				Plan complete			CARE <sup>2</sup> Dashboard Year 2				CARE <sup>2</sup> Dashboard Year 4	The CARE <sup>2</sup> Dashboard Year 5 will be completed in Fall 2026 and posted on our website at <a href="#">Plans and publications</a> .
									CARE <sup>2</sup> Dashboard Year 1				CARE <sup>2</sup> Dashboard Year 3	

### 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	
<b>FRAME</b>														
<b>3.2 STUDENT SUPPORT AND PERSISTENCE</b>														
a. Increase first-year student retention (Fall to Fall) above 47%.	> 47%	Complete				52% retention		58% retention		60% retention				
							57% retention		63% retention					
b. Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students.	≥ \$500K	Complete				> \$540K		> \$567K		> \$1.1M				
							> \$635K		> \$1M					
c. Increase # of childcare spaces above 94.	>94	On Track				Inventory of seats complete								The build is on track to be complete in July 2026.  Childcare centre is on track to be operational for Fall 2026.
							Explore expansion opportunities							



# 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	
<b>DOORWAYS</b>														
<b>4.1 PROGRAM ENTRY</b>														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%.	> 40%	Complete				72%	60%	54%	51%	48%				

\* 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	
<b>DOORWAYS</b>														
<b>4.2 LEARNING AND SERVICES</b>														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	Complete				28%	28%	36%	31%	24%				Achieved, with 29% average through five years of the plan.
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	Complete				44%	33%	27%	25%	21%				
c. Develop and implement fully operational digital service strategy.	Complete	Complete				Strategy complete		Strategy implementation		Three-year rolling action plan				

### 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	
<b>DOORWAYS</b>														
<b>4.3 PATHWAYS TO LEARNING</b>														
a. Maintain dual-credit enrolment above 170.	> 170	Complete				253 enrolments			184 enrolments			215 enrolments		
							275 enrolments			246 enrolments				
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	Complete				75 partnership agreements			64 partnership agreements			63 partnership agreements		
							77 partnership agreements			65 partnership agreements				



# Rooms

  
 NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs.

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

## 5.1 INDIGENOUS-LED EDUCATION

Serving the distinct 35 First Nations of the Nuu-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.**

### Outcome: Indigenous-led learning

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	
<b>ROOMS</b>														
<b>5.1 INDIGENOUS-LED EDUCATION</b>														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population.	≥ 14%	Complete				19% Indigenous students			20% Indigenous students			21% Indigenous students		
						20% Indigenous students			21% Indigenous students					
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	≥ 90%	Complete	90%	90%		86%			90%			79%		Achieved target in three of five years of the survey.

\* Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.  
 LEGEND: ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>ROOMS</b>														
<b>5.1 INDIGENOUS-LED EDUCATION</b>														
c. Implement Indigenization Plan recommendations.	Complete	Complete				Indigenization plan costing complete			Working Together Dashboard Year 2			Working Together Dashboard Year 4		Working Together Dashboard Year 5 will be developed in Summer 2026, presented to the IEC in October and, following IEC approval, posted on our website at <a href="#">Plans and publications</a> .
							Working Together Dashboard Year 1			Working Together Dashboard Year 3				

### 5.2 COMMUNITY-CONNECTED LEARNING

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry.

**We will enrich student learning through student-centred, community-relevant learning.**

**Outcome: Place-based learning**

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	
<b>ROOMS</b>														
<b>5.2 COMMUNITY-CONNECTED LEARNING</b>														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	Complete				916 students			910 students			983 students		
							921 students			938 students				
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete							Strategy implemented					
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track				Business case development	Business case approved	Builder selected						
							\$14.2M Ministry funding achieved		Construction begins					

### 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		
<b>ROOMS</b>															
<b>5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>															
a. Increase # of students with advising support above 425 students.	> 425	Complete				547	543	576	593	759	766	684	843	803	
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	Complete				24		26		26		22		23	

### 5.4 GLOBAL LEARNING

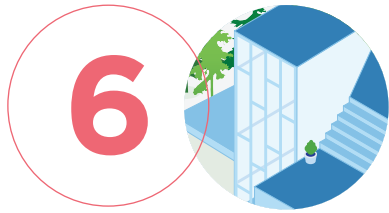
Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and supports NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. COVID-19 is affecting student mobility 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.

**We will develop a phased plan to broaden and renew international education at NIC.**


**Outcome: Revitalize and diversify international engagement at 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	
<b>ROOMS</b>														
<b>5.4 GLOBAL LEARNING</b>														
a. Increase # of new international student enrolments each year above 75 new students.	> 75	Complete												<p>Applications are increasing, with growing demand for Health and Human Services (HCA, ECCE and SSW) and Trades programs.</p> <p>Expanded outreach to international students in local school districts is raising awareness of NIC programs and supporting long-term pipeline development.</p>
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	Complete	Complete												<p>12 NIC students attended a field school in Japan, and NIC hosted an Indigenous field school in May/June 2026, with 22 participants from partner institutions in Hawai’i, Mexico and New Zealand.</p> <p>Individual study abroad includes NIC students in France and New Zealand and a student from Belgium working with CARTI on research and collaboration.</p> <p>NIC employees have engaged internationally in Denmark, Romania and Japan.</p>
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	≥ 81%	Complete												





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

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





# Roof



Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work, including governments, the public and students, and our social responsibilities to each other and the planet. **We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.**

## 7.1 RECONCILIATION

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. **We will include Indigenous worldviews in governance processes across the College.**

**Outcome: Adoption of the Truth and Reconciliation Commission’s (TRC) Calls to Action for education and the UN Declaration on the Rights of Indigenous Peoples**

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					
<b>ROOF</b>																		
<b>7.1 RECONCILIATION</b>																		
a. 75% of employees complete NIC-specific Indigenous, intercultural competency training.	≥ 75%	On Track												Through consultation and sharing, First Nations have helped expand the scope of the Journey to Reconciliation training significantly. Nation's approvals of the training are now complete, and teams from NIC's leadership and academic divisions as well as 19 Wing Comox have participated in program pilots. Their feedback is informing finalization of the training for the broader college community.				
														Framework complete	Pilot completed modules	Pilots continue	Develop 3 final modules	Pilots of 7 modules underway
b. 100% of all named program areas with clear, measurable commitments to address specific TRC Calls to Action for education.	Complete	Complete												All commitments defined				

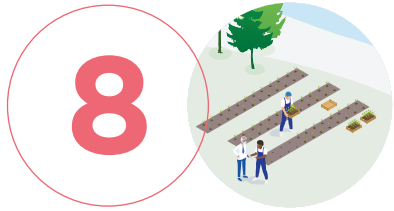


### 7.3 TRANSPARENCY AND ACCOUNTABILITY

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.**

**Outcome: Clear, productive and accountable organizational structure that uses a respectful and consultative decision-making framework**

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	
<b>ROOF</b>														
<b>7.3 TRANSPARENCY AND ACCOUNTABILITY</b>														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete												
			New administrative structure											
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete												
			New MOU with NISU							NISU Eats in CV & PA Campuses				This MOU is on hold with the decision for NISU to end their food services (NISU Eats). Ongoing collaboration with NISU continues.



# 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	
<b>ENVIRONMENT</b>														
<b>8.1 CLIMATE AND SUSTAINABILITY</b>														
a. Reduce greenhouse gas emissions.	Complete	Complete				Upgraded lighting & hot-water heaters			Continued expanding access to online classes			New heat pump at PA campus		Housing build at Comox Valley campus meets Step 4 energy code requirements, including solar panels to reduce energy costs. Facilities’ Carbon Neutral budget to be used to replace fluorescent lights at the Comox Valley, Campbell River and Port Alberni campuses.
							Purchased EV for inter-campus travel				Upgrade central cooling system at CR campus			

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	
<b>ENVIRONMENT</b>														
<b>8.1 CLIMATE AND SUSTAINABILITY</b>														
b. Implement process to track # of courses, research and applied-learning initiatives that include sustainability.	Complete	Complete												
										Process established				
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	Complete	Complete												
										Decision made to <b>not</b> adopt STARS				



# 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	
<b>COMMUNITIES</b>														
<b>9.1 SERVING THE PEOPLE OF THE REGION</b>														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	Complete				353	374	287	380	367				

## 9.2 COMMUNITY ENGAGEMENT

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.**

**Outcome: To be at the heart of civic conversations**

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	
<b>COMMUNITIES</b>														
<b>9.2 COMMUNITY ENGAGEMENT</b>														
a. Create community-engagement strategy.	Complete	Complete												
			Consultation complete			Draft strategy complete		Community Engagement Advisory evaluating strategy's goals		Celebration for student housing opening & NIC 50th anniversary				
			Draft strategy in development			Final strategy shared with community consultees		Final strategy approved						

### 9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

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.**

**Outcome: To be a hub for knowledge, service and innovation in the North Island**

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	
<b>COMMUNITIES</b>														
<b>9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>														
a. Create alumni-relations capacity.	Complete	Complete												
b. Increase the number of active community partnerships to enhance programming.	12	Complete												
c. Increase # of students involved in research projects to greater than 13 students.	> 13	Complete												
														<p>CARTI has expanded its community partnerships by over 100% in the past five years.</p> <p>The number of students engaged in applied research projects has more than tripled during the plan's timeline.</p>



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## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.4.1

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

<b>Agenda Item:</b>	Policy Approval Authority Update: NIC Policy 5-02 Media Relations
<b>Action Required:</b>	To approve
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE AMENDMENT OF NIC POLICY 5-02 MEDIA RELATIONS TO CHANGE THE APPROVAL AUTHORITY FROM THE BOARD OF GOVERNORS TO THE LEADERSHIP TEAM.

**Background/History/Executive summary:**

Recommendation:

<a href="#">NIC Policy 5-02 Media Relations</a>	
Current approval: Board of Governors	Recommended approval: Leadership Team
<p>Rationale: Moving this policy to Leadership Team approval will ensure coordinated, timely, and operational oversight of media relations activities, with clear accountability for messaging, spokesperson designation, and response protocols to support consistent execution and protect the college’s reputation.</p> <p>Responsible administrator: Vice President, Students &amp; Community Engagement</p>	

NIC policies exist to ensure that the college’s processes and practices align with its mission, vision, values, strategic plan, legislative requirements, and mandate.

Board approved policy governs and defines responsibilities and accountabilities specific to institutional governance, organizational values, ethics, fiduciary oversight, risk management, delegated authority, legislation, and strategic direction under the College and Institute Act.

The [NIC Governance Authority Matrix](#) sets out the roles of the Board, its committees, and the President & CEO of NIC, including areas of Board-level policy oversight.

Board Approved College Policies
• Code of Ethical Conduct Policy
• Equity Diversity & Inclusion Policy
• Human Rights Policy
• Public Interest Disclosure Policy
• Sexual Violence and Misconduct Policy
• Risk Management Policy
• Spending and Procurement Authorization Policy
• Long Term Investments Policy

**Policy and Procedure Framework Update**

NIC’s Policy and Procedure Framework, including [Policy 1-14: Development and Administration of College Policy](#), is under development. This work includes:

- Clarifying roles, responsibilities, and approval authorities within the framework to support consistent policy development, review, approval, implementation, and monitoring.
- Reviewing and updating policies and procedures to ensure alignment with NIC’s mandate, strategic priorities, and legislative requirements.
- Improving formatting and structure to enhance clarity, usability, and accessibility for the college community, including standardizing templates, definitions, and policy components.
- Strengthening integration and alignment across related policies, procedures, and administrative directives to reduce duplication and improve coherence across the policy framework.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Board Approved College Policies

**Attachments:**

Link to [NIC Policy 5-02 Media Relations](#)

**Action:**

To approve



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.4.2

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

<b>Agenda Item:</b>	Policy Approval Authority Update: NIC Policy 1-06 Use of NIC Developed Materials by Other Users
<b>Action Required:</b>	To approve
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE AMENDMENT OF NIC POLICY 1-06 USE OF NIC DEVELOPED MATERIALS BY OTHER USERS TO CHANGE THE APPROVAL AUTHORITY FROM THE BOARD OF GOVERNORS TO THE LEADERSHIP TEAM.

**Background/History/Executive summary:**

Recommendation:

<a href="#">NIC Policy 1-06 Use of North Island College Developed Materials by Other Users</a>	
Current approval: Board of Governors	Recommended approval: Leadership Team
<p>Rationale: Moving this policy to Leadership Team approval aligns with related information, privacy, and records management frameworks, which provide administrative direction and day-to-day operational guidance to employees on the use of materials and institutional intellectual property.</p> <p>This policy will be reviewed and updated to reflect current practices and may be consolidated or rescinded as part of the ongoing development of the policy framework.</p> <p>Responsible administrator: Vice President Academic</p>	

NIC policies exist to ensure that the college’s processes and practices align with its mission, vision, values, strategic plan, legislative requirements, and mandate.

Board approved policy governs and defines responsibilities and accountabilities specific to institutional governance, organizational values, ethics, fiduciary oversight, risk management, delegated authority, legislation, and strategic direction under the College and Institute Act.

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• Human Rights Policy
• Public Interest Disclosure Policy
• Sexual Violence and Misconduct Policy
• Risk Management Policy
• Spending and Procurement Authorization Policy
• Long Term Investments Policy

**Policy and Procedure Framework Update**

NIC’s Policy and Procedure Framework, including [Policy 1-14: Development and Administration of College Policy](#), is under development. This work includes:

- Clarifying roles, responsibilities, and approval authorities within the framework to support consistent policy development, review, approval, implementation, and monitoring.
- Reviewing and updating policies and procedures to ensure alignment with NIC’s mandate, strategic priorities, and legislative requirements.
- Improving formatting and structure to enhance clarity, usability, and accessibility for the college community, including standardizing templates, definitions, and policy components.
- Strengthening integration and alignment across related policies, procedures, and administrative directives to reduce duplication and improve coherence across the policy framework.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Board Approved College Policies

**Attachments:**

Link to [NIC Policy 1-06 Use of North Island College Developed Materials by Other Users](#)

**Action:**

To approve



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.4.3

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

**Agenda Item:** Policy Approval Authority Update: NIC Policy 1-17 Fair Dealing Policy (Copyright)

**Action Required:** To approve

**Draft Motion/ Recommendation:** THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE AMENDMENT OF NIC POLICY 1-17 FAIR DEALING POLICY (COPYRIGHT) TO CHANGE THE APPROVAL AUTHORITY FROM THE BOARD OF GOVERNORS TO THE LEADERSHIP TEAM.

### Background/History/Executive summary:

Recommendation:

<a href="#">NIC Policy 1-17 Fair Dealing Policy (Copyright)</a>	
Current approval: Board of Governors	Recommended approval: Leadership Team
<p>Rationale: Moving this policy to Leadership Team approval aligns with related information, privacy, and records management frameworks, which provide administrative direction and day-to-day operational guidance to employees on the use of materials and institutional intellectual property.</p> <p>This policy will be reviewed and updated to reflect current practices and may be consolidated or rescinded as part of the ongoing development of the policy framework.</p> <p>Responsible administrator: Vice President Academic</p>	

NIC policies exist to ensure that the college’s processes and practices align with its mission, vision, values, strategic plan, legislative requirements, and mandate.

Board approved policy governs and defines responsibilities and accountabilities specific to institutional governance, organizational values, ethics, fiduciary oversight, risk management, delegated authority, legislation, and strategic direction under the College and Institute Act.

The [NIC Governance Authority Matrix](#) sets out the roles of the Board, its committees, and the President & CEO of NIC, including areas of Board-level policy oversight.

Board Approved College Policies
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• Human Rights Policy
• Public Interest Disclosure Policy
• Sexual Violence and Misconduct Policy
• Risk Management Policy
• Spending and Procurement Authorization Policy
• Long Term Investments Policy

Policy and Procedure Framework Update

NIC’s Policy and Procedure Framework, including [Policy 1-14: Development and Administration of College Policy](#), is under development. This work includes:

- Clarifying roles, responsibilities, and approval authorities within the framework to support consistent policy development, review, approval, implementation, and monitoring.
- Reviewing and updating policies and procedures to ensure alignment with NIC’s mandate, strategic priorities, and legislative requirements.
- Improving formatting and structure to enhance clarity, usability, and accessibility for the college community, including standardizing templates, definitions, and policy components.
- Strengthening integration and alignment across related policies, procedures, and administrative directives to reduce duplication and improve coherence across the policy framework.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Board Approved College Policies

**Attachments:**

Link to [NIC Policy 1-17 Fair Dealing Policy \(Copyright\)](#)

**Action:**

To approve



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.4.4

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

**Agenda Item:** Policy Approval Authority Update: NIC Policy 3-28 Intellectual Property

**Action Required:** To approve

**Draft Motion/ Recommendation:** THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE AMENDMENT OF NIC POLICY 3-28 INTELLECTUAL PROPERTY TO CHANGE THE APPROVAL AUTHORITY FROM THE BOARD OF GOVERNORS TO THE LEADERSHIP TEAM.

**Background/History/Executive summary:**

Recommendation:

<a href="#">NIC Policy 3-28 Intellectual Property</a>	
Current approval: Board of Governors	Recommended approval: Leadership Team
<p>Rationale: Moving this policy to Leadership Team approval aligns with related information, privacy, and records management frameworks, which provide administrative direction and day-to-day operational guidance to employees on the use of materials and institutional intellectual property.</p> <p>This policy will be reviewed and updated to reflect current practices and may be consolidated or rescinded as part of the ongoing development of the policy framework.</p> <p>Responsible administrator: Vice President Academic</p>	

NIC policies exist to ensure that the college’s processes and practices align with its mission, vision, values, strategic plan, legislative requirements, and mandate.

Board approved policy governs and defines responsibilities and accountabilities specific to institutional governance, organizational values, ethics, fiduciary oversight, risk management, delegated authority, legislation, and strategic direction under the College and Institute Act.

The [NIC Governance Authority Matrix](#) sets out the roles of the Board, its committees, and the President & CEO of NIC, including areas of Board-level policy oversight.

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• Risk Management Policy
• Spending and Procurement Authorization Policy
• Long Term Investments Policy

Policy and Procedure Framework Update

NIC’s Policy and Procedure Framework, including [Policy 1-14: Development and Administration of College Policy](#), is under development. This work includes:

- Clarifying roles, responsibilities, and approval authorities within the framework to support consistent policy development, review, approval, implementation, and monitoring.
- Reviewing and updating policies and procedures to ensure alignment with NIC’s mandate, strategic priorities, and legislative requirements.
- Improving formatting and structure to enhance clarity, usability, and accessibility for the college community, including standardizing templates, definitions, and policy components.
- Strengthening integration and alignment across related policies, procedures, and administrative directives to reduce duplication and improve coherence across the policy framework.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Board Approved College Policies

**Attachments:**

Link to [NIC Policy 3-28 Intellectual Property](#)

**Action:**

To approve



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 3.4.5

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

**Agenda Item:**

Policy Approval Authority Update: NIC Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs

**Action Required:**

To approve

**Draft Motion/ Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE AMENDMENT OF NIC POLICY 3-20 SUSPENSION, RELOCATION OR CANCELLATION OF ACADEMIC CREDENTIALLED PROGRAMS TO CHANGE THE APPROVAL AUTHORITY FROM THE EDUCATION COUNCIL TO THE BOARD OF GOVERNORS.

**Background/History/Executive summary:**

Recommendation:

<a href="#">NIC Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs</a>	
Current approval: Education Council	Recommended approval: Board of Governors
<p>Rationale: Moving the policy to Board approval aligns with the statutory authority of the Board of Governors under the College and Institute Act and reflects established practice across the BC post-secondary sector.</p> <p>Responsible Administrator: Vice President Academic</p> <p>This policy will be reviewed and developed to establish a clear and appropriate governance model that outlines the Board’s final decision-making authority on the suspension and cancellation of academic programs.</p>	

NIC policies exist to ensure that the college’s processes and practices align with its mission, vision, values, strategic plan, legislative requirements, and mandate.

Board approved policy governs and defines responsibilities and accountabilities specific to institutional governance, organizational values, ethics, fiduciary oversight, risk management, delegated authority, legislation, and strategic direction under the College and Institute Act.

The [NIC Governance Authority Matrix](#) sets out the roles of the Board, its committees, and the President & CEO of NIC, including areas of Board-level policy oversight.

Board Approved College Policies
• Code of Ethical Conduct Policy
• Equity Diversity & Inclusion Policy
• Human Rights Policy
• Public Interest Disclosure Policy
• Sexual Violence and Misconduct Policy
• Risk Management Policy
• Spending and Procurement Authorization Policy
• Long Term Investments Policy

**Policy and Procedure Framework Update**

NIC’s Policy and Procedure Framework, including [Policy 1-14: Development and Administration of College Policy](#), is under development. This work includes:

- Clarifying roles, responsibilities, and approval authorities within the framework to support consistent policy development, review, approval, implementation, and monitoring.
- Reviewing and updating policies and procedures to ensure alignment with NIC’s mandate, strategic priorities, and legislative requirements.
- Improving formatting and structure to enhance clarity, usability, and accessibility for the college community, including standardizing templates, definitions, and policy components.
- Strengthening integration and alignment across related policies, procedures, and administrative directives to reduce duplication and improve coherence across the policy framework.

Policy 1-14, outlines that the Board of Governors will establish policy in four areas:

- a. policies that describe how the Board of Governors will govern itself while governing the organization;
- b. policies that describe the organizational values and strategic goals;
- c. decision-making areas identified in legislation under the authority of the Board of Governors, including policies that would be classified as operational; and
- d. decision-making areas that will have a high impact either legally, financially, or on the reputation of the College.

Further, Article 19.1(d) of the College and Institute Act identifies that the powers of the board include the following: “determine courses or programs to be offered or cancelled at the institution”.

Currently, authority to suspend programs is outlined in NIC Policy #3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs states:

- “Final decision to suspend an academic credentialed program is the responsibility of the Vice President, Academic.”

Given that the BC Supreme Court decision in Thompson River Faculty Association v. Thompson River University stated that the Thompson Rivers University Act assigns the Board with ultimate authority to decide to suspend enrollment in a program, NIC’s Vice President Academic brought his recommendations to suspend programs to the Board of Governors for their decision at the February 5 board meeting. The decision of the Board to suspend programs at the February 5 board meeting has established a precedent that the Board should hold authority to suspend programs.

As a result, and to be consistent with the NIC’s Policy and Procedure Framework, including Policy 1-14, it is judicious for Policy 3-20 to move to the Board to formalize authority over both the suspension and cancellation of programs.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – Board Approved College Policies

**Attachments:**

Link to [NIC Policy 3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs](#)

**Action: To approve**



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 4.2.1

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

**Agenda Item:**

Fiscal 2025/26 Audited Financial Statements

**Action Required:**

For approval

**Draft Motion/  
Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES NIC’S FISCAL 2025/26 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 College’s financial 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 was reviewed by the Finance & Audit Committee on June 5, 2026. The fiscal year 2026/2026 audited financial statements were reviewed and recommended for Board approval by the Finance & Audit Committee at its June 5, 2026 meeting.

At the outset of fiscal 25-26, NIC planned a balanced budget. The College had made expenditure reductions in response to the federal policy changes on international students studying in Canada. However, the number of study permits approved were much lower than anticipated and the budget was revised on September 5, 2025. The revised budget included a further reduction in international tuition and a \$2 million deficit projection.

NIC’s draft financial statements show a deficit of \$488,565 which is 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, as well as some insight regarding the College’s financial position.

**STATEMENT OF FINANCIAL POSITION**

The financial challenges that have impacted the post-secondary sector since the Covid-19 have impacted NIC’s financial position. The accumulated operating surplus of the College at the end of 25/26 is \$3.7 million, a decrease of \$4.2 million since 2018/19 when it was \$7.9 million. This erosion of NIC’s accumulated surplus is the result of deficits that happened during the pandemic, and more recently as a result of the significant reduction in International students studying in Canada.

This erosion of net assets from two significant events impacting the post-secondary landscape left the College with little room to incur further deficits. Unlike the Covid-19 pandemic, the loss of international revenue will impact NIC over the medium to long-term time horizon. Simply absorbing losses as was done during the pandemic would have been reckless given it wasn’t just a short-term event.

NIC’s financial assets have also been reduced recently. Prior to the pandemic in 2018/19 they were \$28.8 million. In 2025/26 NIC’s financial assets are \$23.6 million. Part of that is due to the \$2 million investment NIC made towards student housing. The remainder is the result of recent deficits, and it is encouraging that financial assets haven’t fallen further.

NIC’s tangible capital assets have increased significantly in recent years due to the completion of student housing and ongoing construction of the Centre of Excellence in Childhood Education. These projects have also resulted in a significant increase in deferred capital contributions and debt – both tied to this new construction.

## REVENUE

Revenues for fiscal 25/26 declined by \$2.4 million, but there are two significant items that need to be removed to understand the true revenue decline the College needed to respond to. The first is an accrual of just under \$1 million related to future wage settlements for unionized staff. The Ministry provided written direction that NIC needed to accrue future wage settlements. This impacted both the Province of BC revenue, and salary expenses. The second significant item impacting revenues was the increase of \$1.4 million in revenue recognized from deferred capital contributions, a non-cash item related to capital projects. Capital budgets aren’t available for operating purposes and should be reviewed separately.

in millions	FY 25/26	FY 24/25	Variance
Total Revenue	67.3	69.7	-2.4
Less:			
Capital Revenue	-4.5	-3.1	-1.4
Prov Grant accrual	<u>-1</u>	<u>0</u>	<u>-1</u>
Adjusted Revenue	61.8	66.6	-4.8

When these two significant items are adjusted for, NIC’s revenues actually dropped by \$4.8 million.

Tuition revenues dropped by \$3.3 million, as shown in the table below.

	FY 25/26	FY 24/25	Change
Domestic	5,002,367	4,763,709	238,658
Continuing Ed & Contract Training	1,323,742	1,385,644	(61,902)
International	<u>6,246,518</u>	<u>9,723,442</u>	<u>(3,476,924)</u>
Total	12,572,627	15,872,795	<u>(3,300,168)</u>

While International tuition revenue was higher than the revised budget from September 2025, this is due to continuing students that arrived before the federal policy changes took effect. The number of new students remains very low, and international tuition will continue to drop as projected in the 26/27 budget.

Housing began operations during fiscal 25/26, and brought in approximately \$900,000 in revenue. This rolls up into the revenue category “Sales of Goods and Services” which explains the increase in that line item on the financial statements.

## EXPENSES

Fiscal 25/26 saw expenses drop by \$2.4 million, but the same two significant items should be

removed to provide the true operating expense decline the College made. As mentioned above, a wage accrual of just short of \$1 million related to future wage settlements for unionized staff was required as directed by the Province. In addition, amortization of capital assets increased by \$1.7 million in fiscal 25/26. Amortization is a non-cash expense related to completed capital projects and is completely separate from the operating budget.

in millions	FY 25/26	FY 24/25	Variance
Total Expense	67.8	70.2	-2.4
Adjustments			
Capital	-5.6	-3.9	-1.7
Salary accrual	<u>-1</u>	<u>0</u>	<u>-1</u>
Adjusted Revenue	61.2	66.3	-5.1

When these two items are adjusted for, NIC reduced expenses by \$5.1 million. Had the College not made the difficult choices to begin reducing expenses when it did, a significant deficit in 25/26 would have been the result.

Outside of capital amortization, NIC reduced costs in most areas where there is the ability to do so. Looking first at salary and benefit costs, the table below shows the salary, benefit and other remuneration costs in FY 25/26 compared to FY 24/25. It also provides the FY 26/27 figures for information.

	Actuals			Budget
	FY 25/26	FY 24/25	Variance	FY 26/27
Salary Costs	36,503,575	38,363,537	(1,859,962)	36,160,065
Benefits Costs	10,070,549	10,015,779	54,770	9,225,959
One-Time Transition Costs	660,528	661,446	(918)	0
Other Personnel Costs (1)	<u>804,085</u>	<u>925,661</u>	<u>(121,576)</u>	<u>835,070</u>
<b>Total</b>	<b>48,038,737</b>	<b>49,966,423</b>	<b>(1,927,686)</b>	<b>46,221,094</b>

1. Other personnel cost includes professional development, student employment, staffing recruitment costs, and Board remuneration.

Comparing the budget for FY 26/27 to the actuals for FY 24/25 requires the removal of approximately \$2 million related to the accrual for future wage settlements (2 years accrued in the budget). After making this adjustment to ensure the numbers are comparable, the College has reduced salary and benefits by \$5.7 million from FY 24/25 to FY 26/27.

Operating costs have also been reduced as the College responds to the significant reduction in International students. The table below compares the operating costs in FY 25/26 to FY 24/25 with FY 26/27 provided for information.

	Actuals			Budget
	FY 25/26	FY 24/25	Variance	FY 26/27
Operating Costs	14,171,703	16,350,530	(2,178,827)	13,381,046

NIC reduced operating costs throughout the College, but the Office of Global Engagement decreased the costs associated with international student recruitment by more than \$800K. Travel costs were also greatly reduced across the College, accounting for over \$600K of the reduction shown above.

The budget in FY 26/27 will see further reductions as College operating budgets were reduced by 10%.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix – External Audit & Financial Statements

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 2025/26 draft audited financial statements.

**Action:**

To approve

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the year ended March 31, 2026**

DRAFT

**North Island College**  
**Index to the Financial Statements**  
**For the year ended March 31, 2026**

	<u>Page</u>
<b>STATEMENT OF MANAGEMENT RESPONSIBILITY</b>	
<b>INDEPENDENT AUDITOR'S REPORT</b>	
<b>FINANCIAL STATEMENTS</b>	
Statement of Financial Position	1
Statement of Operations and Accumulated Surplus	2
Statement of Changes in Net Debt	3
Statement of Remeasurement Gains and Losses	4
Statement of Cash Flows	5
Notes to the Financial Statements	6-20
Schedule 1 - Schedule of Expenses by Object	21

## MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements is management's responsibility. Management is also responsible for all of the notes to the financial statements, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. The significant accounting policies are summarized in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The North Island College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Audit and Finance committee. The Audit and Finance Committee reviews financial information on a quarterly basis and the external audited financial statements yearly. The external auditor has full access to the Audit and Finance Committee, with and without management present.

KPMG conducts an independent examination, in accordance with Canadian auditing standards, and expresses an opinion on the financial statements. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of the examination and their opinion on the financial statements.

On behalf of North Island College

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Tony Bellavia  
Acting President & CEO

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Colin Fowler  
Vice President, Finance & College  
Services

DATE



**KPMG LLP**

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Victoria BC V8W 3Y7  
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Telephone 250 480 3500  
Fax 250 480 3539

**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, 2026
- 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, 2026 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.



North Island College

## ***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.



*North Island College*

- 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

DRAFT

**North Island College**  
**Statement of Financial Position**  
**As at March 31, 2026 with comparative information for 2025**

	Note	2026	2025
<b>Financial assets</b>			
Cash and cash equivalents		\$ 6,106,126	\$ 5,027,367
Accounts receivable		899,148	819,506
Due from government organizations	3	2,829,028	1,909,151
Inventories held for resale		222,981	377,193
Portfolio investments	4	<u>13,536,581</u>	<u>16,483,829</u>
		23,593,864	24,617,046
<b>Liabilities</b>			
Accounts payable and accrued liabilities	5	9,623,366	12,609,841
Due to government organizations	3	753,814	759,987
Employee future benefits	6	982,375	1,013,500
Deferred revenue		2,340,269	2,823,499
Deferred contributions	7	13,793,849	13,485,075
Deferred capital contributions	8	117,307,490	95,999,577
Debt	9	<u>6,546,485</u>	<u>-</u>
		151,347,648	126,691,479
Net debt		(127,753,784)	(102,074,433)
<b>Non-financial assets</b>			
Tangible capital assets	10	132,536,620	107,103,947
Prepaid expenses		<u>457,245</u>	<u>327,690</u>
		132,993,865	107,431,637
<b>Accumulated surplus</b>		<u>\$ 5,240,081</u>	<u>\$ 5,357,204</u>
Accumulated surplus is comprised of:			
Accumulated operating surplus		\$ 3,780,063	\$ 4,268,628
Accumulated remeasurement gains		<u>1,460,018</u>	<u>1,088,576</u>
		<u>\$ 5,240,081</u>	<u>\$ 5,357,204</u>

Commitments and contingencies (notes 10, 12 & 13)

Contractual rights (note 15)

See accompanying notes to the financial statements

Approved on behalf of the Board of Governors

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Nancy Arsenault,  
Chair of the Board of Governors

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Colin Fowler,  
Vice President, Finance and College  
Services

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
For the year ended March 31, 2026 with comparative information for 2025

	Note	Budget 2026 Note 2(k)	2026	2025
<b>Revenue</b>				
Province of British Columbia		\$ 42,018,977	\$ 41,601,625	\$ 42,323,981
Government of Canada grants		1,710,063	927,381	888,230
Tuition and student fees		12,969,062	12,572,627	15,874,145
Contract services		2,015,246	2,058,998	1,934,537
Sales of goods and services		2,326,339	1,892,240	1,054,053
Investment income		770,000	1,842,823	2,534,076
Other income		1,071,368	1,987,790	1,969,873
Revenue recognized from deferred capital contributions	8	<u>4,241,097</u>	<u>4,460,656</u>	<u>3,134,848</u>
		67,122,152	67,344,140	69,713,743
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research		61,515,187	61,583,182	64,842,680
Ancillary services		2,208,181	2,369,349	1,507,215
Sponsored research		2,119,484	1,609,877	1,060,999
Special purpose		<u>1,279,300</u>	<u>2,270,297</u>	<u>2,855,089</u>
		67,122,152	67,832,705	70,265,983
<b>Annual deficit</b>		-	(488,565)	(552,240)
Accumulated operating surplus, beginning of year		<u>4,268,628</u>	<u>4,268,628</u>	<u>4,820,868</u>
<b>Accumulated operating surplus, end of year</b>		<u>\$ 4,268,628</u>	<u>\$ 3,780,063</u>	<u>\$ 4,268,628</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Changes in Net Debt**  
For the year ended March 31, 2026 with comparative information for 2025

	<b>Budget 2026</b> Note 2(k)	<b>2026</b>	<b>2025</b>
Annual deficit	\$ -	\$ (488,565)	\$ (552,240)
Acquisition of tangible capital assets	-	(31,054,938)	(47,676,901)
Net transfer to/from assets held for resale	-	-	-
Amortization of tangible capital assets	<u>5,199,352</u>	<u>5,622,265</u>	<u>3,949,030</u>
	5,199,352	(25,432,673)	(43,727,871)
Acquisition of prepaid expenses	-	(633,475)	(308,930)
Use of prepaid expenses	<u>-</u>	<u>503,920</u>	<u>379,898</u>
	-	(129,555)	70,968
Net remeasurement gains (losses)	<u>-</u>	<u>371,442</u>	<u>(148,226)</u>
<b>Change in net debt</b>	5,199,352	(25,679,351)	(44,357,369)
Net debt, beginning of year	<u>(102,074,433)</u>	<u>(102,074,433)</u>	<u>(57,717,064)</u>
Net debt, end of year	<u>\$ (96,875,081)</u>	<u>\$ (127,753,784)</u>	<u>\$ (102,074,433)</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
For the year ended March 31, 2026 with comparative information for 2025

	<b>2026</b>	<b>2025</b>
Accumulated remeasurement gains, beginning of year	\$ 1,088,576	\$ 1,236,802
Unrealized gains attributed to:		
Portfolio investments	1,672,181	1,646,486
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(1,300,739)</u>	<u>(1,794,712)</u>
Net remeasurement gains (losses) for the year	<u>371,442</u>	<u>(148,226)</u>
<b>Accumulated remeasurement gains, end of year</b>	<b><u>\$ 1,460,018</u></b>	<b><u>\$ 1,088,576</u></b>

See accompanying notes to the financial statements

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## North Island College Statement of Cash Flows

For the year ended March 31, 2026 with comparative information for 2025

	2026	2025
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
Annual deficit	\$ (488,565)	\$ (552,240)
Items not involving cash:		
Amortization of tangible capital assets	5,622,265	3,949,030
Revenue recognized from deferred capital contributions	(4,460,656)	(3,134,848)
Change in employee future benefits	(31,125)	526,053
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(79,642)	853,951
Decrease (increase) in due from government organizations	(919,877)	2,125,863
Decrease (increase) in prepaid expenses	(129,555)	70,968
Decrease in inventories held for resale	154,212	34,846
Decrease in accounts payable and accrued liabilities	(2,986,475)	(2,893,778)
Decrease in due to government organizations	(6,173)	(202,674)
Decrease in deferred revenue	(483,230)	(105,698)
Increase (decrease) in deferred contributions	<u>308,774</u>	<u>(326,222)</u>
Net change in cash from operating activities	(3,500,047)	345,251
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	<u>(31,054,938)</u>	<u>(47,676,901)</u>
Net change in cash from capital activities	(31,054,938)	<u>(47,676,901)</u>
<b>Financing activities</b>		
Issuance of long-term debt	<u>6,546,485</u>	<u>-</u>
Increase in deferred capital contributions	<u>25,768,569</u>	<u>44,619,213</u>
Net change in cash from financing activities	32,315,054	44,619,213
<b>Investing activities</b>		
Decrease in portfolio investments	<u>3,318,690</u>	<u>2,732,473</u>
Net change in cash from investing activities	3,318,690	2,732,473
<b>Net change in cash and cash equivalents</b>	<b>1,078,759</b>	<b>20,036</b>
Cash and cash equivalents, beginning of year	<u>5,027,367</u>	<u>5,007,331</u>
Cash and cash equivalents, end of year	<u>\$ 6,106,126</u>	<u>\$ 5,027,367</u>

See accompanying notes to the financial statements

# North Island College

## Notes to the Financial Statements

### Year ended March 31, 2026

#### 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, 2026**

**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, discounts and premiums related to the acquisition of long term debt are included in the cost of the related instrument and amortized to match the term of the long term debt using the effective interest rate method.

**(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, 2026**

**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	
Buildings	10-60 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.

(iv) Gift in kind assets

Contributed tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, in which case they are recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at carrying value.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2026**

**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, 2026**

**2 Summary of significant accounting policies (continued)**

(h) Use of estimates

The preparation of financial statements 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 2025-2026 Budget approved by the Board of Governors of North Island College on April 17, 2025.

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, 2026

**3 Due from and to government organizations**

<b>Due from:</b>	<b>2026</b>	<b>2025</b>
Federal government	\$ 163,915	\$ 1,736,157
Provincial government	1,886,629	80,830
Other government organizations	<u>778,484</u>	<u>92,164</u>
	<u>\$ 2,829,028</u>	<u>\$ 1,909,151</u>

<b>Due to:</b>	<b>2026</b>	<b>2025</b>
Federal government	\$ 433,789	\$ 524,186
Provincial government	319,850	233,575
Other government organizations	<u>175</u>	<u>2,226</u>
	<u>\$ 753,814</u>	<u>\$ 759,987</u>

**4 Portfolio investments**

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

	<b>2026</b>	<b>2025</b>
Fixed income	\$ 759,160	\$ 885,771
Pooled bond funds	6,760,626	8,482,403
Pooled equity funds	<u>6,016,795</u>	<u>7,115,655</u>
	<u>\$ 13,536,581</u>	<u>\$ 16,483,829</u>

**5 Accounts payable and accrued liabilities**

	<b>2026</b>	<b>2025</b>
Trade payables	\$ 1,546,705	\$ 4,912,598
Salaries and benefits payable	2,029,593	813,253
Accrued leaves payable	3,779,989	4,184,368
Other payables and accrued liabilities	<u>2,267,079</u>	<u>2,699,622</u>
	<u>\$ 9,623,366</u>	<u>\$ 12,609,841</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2026**

**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, 2025, the College Pension Plan has about 17,500 active members, and approximately 11,800 retired members. As at December 31, 2024, the Municipal Pension Plan has about 273,000 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, 2024, indicated a \$4 million unfunded liability for basic pension benefits. This was covered by a transfer from the rate stabilization account leaving the basic pension account balanced at the valuation date on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 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, 2027. The next valuation for the Municipal Pension Plan will be December 31, 2027.

The College paid \$3,350,592 for employer contributions to the plans in fiscal 2026 (2025: \$3,495,400).

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, 2026

**6 Employee future benefits (continued)**

(b) Other benefits:

	<b>2026</b>	<b>2025</b>
Severance	\$ 897,375	\$ 928,500
Accumulated sick leave benefit	<u>85,000</u>	<u>85,000</u>
	<u>\$ 982,375</u>	<u>\$ 1,013,500</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary. During 2024/25 and 2025/26, the College undertook workforce adjustments which resulted in a severance liability of \$897,375 (2025: \$928,500) at year end.

(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:

	<b>2026</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 9,523,931	\$ 13,485,075
Contributions received	-	11,340,924	11,340,924
Revenue recognized	-	<u>(11,032,150)</u>	<u>(11,032,150)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 9,832,705</u>	<u>\$ 13,793,849</u>
	<b>2025</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
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>(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>

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, 2026

**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:

	<b>2026</b>	<b>2025</b>
Balance, beginning of year	\$ 95,999,577	\$ 54,515,212
Contributions received during the year	25,768,569	44,246,213
Transfers	-	373,000
Revenue recognized from deferred capital contributions	<u>(4,460,656)</u>	<u>(3,134,848)</u>
Balance, end of year	<u>\$ 117,307,490</u>	<u>\$ 95,999,577</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 (2025: \$48,254).

**9 Debt**

Debt reported on the statement of financial position is comprised of the following:

	2026	2025
Province of British Columbia 4.45% bond due 2055, unsecured with semi annual interest payments of \$147,963	\$ <u>6,650,000</u>	<u>-</u>
Total debt issued	\$ 6,650,000	-
Unamortized discount and fees	<u>(103,515)</u>	<u>-</u>
Debt	<u>\$ 6,546,485</u>	<u>-</u>

The College was authorized by the Province of British Columbia to borrow \$6,650,000 in order to finance a portion of the construction costs of the Student Housing project. During the year, short term commercial paper loans were converted to a 30 year bond with a face value of \$6,650,000 and unamortized fees of \$105,270.

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2026

**10 Tangible capital assets**

<b>Cost</b>	<b>Mar 31, 2025</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2026</b>
Land	\$ 327,919	\$ -	\$ -	\$ -	\$ 327,919
Site improvements	2,790,143	8,108	42,727	-	2,840,978
Buildings	90,693,757	21,645,984	55,958,248	-	168,297,989
Furniture & equipment	8,533,746	1,965,636	-	-	10,499,382
Software & licences	21,088	-	-	-	21,088
Computer equipment	1,220,349	13,869	72,649	-	1,306,867
Leasehold improvements	2,447,287	-	-	-	2,447,287
Vehicles	1,132,362	79,512	-	-	1,211,874
Library books	409,297	42,160	-	-	451,457
Assets under construction	<u>61,429,171</u>	<u>7,299,669</u>	<u>(56,073,624)</u>	<u>-</u>	<u>12,655,216</u>
<b>Total</b>	<b>\$ <u>169,005,119</u></b>	<b>\$ <u>31,054,938</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>200,060,057</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2025</b>	<b>Amortization</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2026</b>
Site improvements	\$ 2,531,010	\$ 52,097	\$ -	\$ -	\$ 2,583,107
Buildings	51,480,975	3,404,064	-	-	54,885,039
Furniture & equipment	4,906,036	1,398,703	-	-	6,304,739
Software & licences	21,088	-	-	-	21,088
Computer equipment	503,289	358,900	-	-	862,189
Leasehold improvements	1,822,975	173,099	-	-	1,996,074
Vehicles	411,009	198,561	-	-	609,570
Library books	<u>224,790</u>	<u>36,841</u>	<u>-</u>	<u>-</u>	<u>261,631</u>
<b>Total</b>	<b>\$ <u>61,901,172</u></b>	<b>\$ <u>5,622,265</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>67,523,437</u></b>

	<b>Net Book Value Mar 31, 2025</b>	<b>Net Book Value Mar 31, 2026</b>
Land	\$ 327,919	\$ 327,919
Site improvements	259,133	257,871
Buildings	39,212,782	113,412,950
Furniture & equipment	3,627,710	4,194,643
Software & licences	-	-
Computer equipment	717,060	444,678
Leasehold improvements	624,312	451,213
Vehicles	721,353	602,304
Library books	184,507	189,826
Assets under construction	<u>61,429,171</u>	<u>12,655,216</u>
<b>Total</b>	<b>\$ <u>107,103,947</u></b>	<b>\$ <u>132,536,620</u></b>

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2026

**10 Tangible capital assets (continued)**

<b>Cost</b>	<b>Mar 31, 2024</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2025</b>
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>
<b>Total</b>	<b>\$ <u>121,965,467</u></b>	<b>\$ <u>47,676,901</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(637,249)</u></b>	<b>\$ <u>169,005,119</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2024</b>	<b>Amortization</b>		<b>Disposals</b>	<b>Mar 31, 2025</b>
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	246,810	31,289	-	(53,309)	224,790
<b>Total</b>	<b>\$ <u>58,589,391</u></b>	<b>\$ <u>3,949,030</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(637,249)</u></b>	<b>\$ <u>61,901,172</u></b>

	<b>Net Book Value Mar 31, 2024</b>	<b>Net Book Value Mar 31, 2025</b>
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>
<b>Total</b>	<b>\$ <u>63,376,076</u></b>	<b>\$ <u>107,103,947</u></b>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2026**

**10 Tangible capital assets (continued)**

(a) Assets under construction

Assets under construction having a value of \$12,655,216 (2025: \$61,429,171) 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 Centre of Excellence dedicated to Early Childhood Educators and provide new child care spaces. The anticipated completion date is July 2026. Total amount of the contract with Kinetic Construction is \$15,306,692. Funding guarantees of \$16,410,000 have been approved by the Province of British Columbia. As of March 31, 2026, \$12,416,007 (2025: \$5,323,575) has been expended and is included in assets under construction.

**11 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 carrying 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, 2026 the amount of allowance for doubtful debts was \$607,555 (2025: \$309,434), 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, 2026**

**11 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.

These measures help to ensure, as far as possible, the College will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.

The College's ability to manage its liquidity depends upon many factors, including the College's ability to meet budgeted student enrolment levels, realize on savings from cost mitigation measures, and its continued dependence on operating, capital and cash flow financial support from the Ministry of Post-Secondary Education and Future Skills.

(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 \$96,344 (2025: \$98,788) 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.

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2026

**12 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
2027	\$ 147,600	\$ 121,374	\$ 95,400	\$ 364,374
2028	-	-	39,750	39,750
Total contractual obligations	<u>\$ 147,600</u>	<u>\$ 121,374</u>	<u>\$ 135,150</u>	<u>\$ 404,124</u>

**13 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, 2026 there are no outstanding claims.

**14 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, 2026 accounts payable of the College included \$294,060 (2025: \$146,858) due from the Foundation.

	2026	2025
Bursaries	\$ 1,011,894	\$ 774,110
Donations and other	323,203	136,377
Gifts-in-kind	<u>177,622</u>	<u>5,700</u>
Foundation contributions to the College	<u>\$ 1,512,719</u>	<u>\$ 916,187</u>
College contributions to the Foundation	<u>\$ 13,860</u>	<u>45,700</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2026**

**15 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:

	<b>Port Alberni Campus &amp; Satellite</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2027	\$ 147,600	\$ 121,374	\$ 95,400	\$ 364,374
2028	<u>-</u>	<u>-</u>	<u>39,750</u>	<u>39,750</u>
Total contractual rights	<u>\$ 147,600</u>	<u>\$ 121,374</u>	<u>\$ 135,150</u>	<u>\$ 404,124</u>

DRAFT

**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the year ended March 31, 2026 with comparative information for 2025**

Expenses	Budget 2026	2026	2025
Salaries and benefits	\$ 48,044,798	\$ 47,234,652	\$ 49,040,762
Other personnel costs	932,057	804,085	925,661
Advertising and promotion	814,348	590,710	801,297
Books and periodicals	223,706	152,512	180,766
Cost of goods sold	556,900	667,263	899,842
Equipment costs	2,432,258	2,319,187	2,068,625
Facility costs	2,950,645	3,930,948	3,868,930
Financial service charges	354,134	397,702	266,857
General fees and services	1,994,425	1,821,010	2,655,254
Student awards	1,319,080	2,249,647	2,403,126
Supplies and general expenses	1,383,364	1,212,211	1,433,266
Travel	917,085	816,653	1,423,506
Grant transfers	-	-	303,361
Donations to NIC Foundation	-	13,860	45,700
Amortization of tangible capital assets	<u>5,199,352</u>	<u>5,622,265</u>	<u>3,949,030</u>
	<u>\$ 67,122,152</u>	<u>\$ 67,832,705</u>	<u>\$ 70,265,983</u>



## BOARD OF GOVERNORS – ACTION SHEET

June 18, 2026

Agenda #: 4.2.2

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

**Agenda Item:** Five-Year Capital Plan Priorities

**Action Required:** For Approval

**Draft Motion/ Recommendation:** THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE COLLEGE’S FIVE-YEAR CAPITAL PLAN (FY 27/28 to 31/32) FOR SUBMISSION TO THE MINISTRY.

### Background/History/Executive summary:

Each year, the Province requests a Five-Year Capital Plan submission from all public post-secondary institutions. In recent years the Ministry has changed the deadline to a submission date of June 30<sup>th</sup> each year. In the past the deadline had been July so the submission was made to the Ministry as a draft then it went to the Board for approval in September. With the deadline now set at June 30<sup>th</sup> we are bringing the item to the June board meeting.

The Five-Year Capital Plan was reviewed by the Finance & Audit Committee at its meeting on June 5, 2026 and the committee recommended this item to the Board for approval.

The attached prioritized list of projects are organized in priority order in the following Ministry categories:

#### 1) New Priority Investments

- This category of projects are new builds to replace outdated space, or for expansion purposes. NIC has 3 projects in this category:
  - I. A new Trades Training building at the Roger Street campus in Port Alberni to replace the leased space on Tebo Avenue. Estimated project cost is \$36M.
  - II. A new Health Science building at the Comox Valley campus. This project will replace the Village portables with a new building. Estimated project cost is \$41M.
  - III. A future ready innovation centre at the Campbell River campus that includes new classrooms and shops and a refreshed wet lab for applied research. Estimated project cost is \$6M.

#### 2) Student Housing

- NIC has identified two student housing projects as priorities:
  - I. A 150-bed housing project at the Campbell River campus based on the student demand study results and the early architectural design work done based on support from the Province.
  - II. An 60-bed housing project at the Port Alberni campus. The scope of this project is based on a demand study prepared for both the Port Alberni and Campbell River campuses.

#### 3) Routine Capital Projects

- There are 4 priority projects identified under this category that include replacing the welding exhaust systems replacement, re-purposing space to meet changing student demand, siding and window replacement, and heat pump replacement. These projects total \$2 million and will augment the annual funding NIC receives for smaller renovation projects.
- These are smaller, renovation projects that are priorities to the College but can’t be funded through NIC’s annual allocation of Routine capital funding.

**4) Carbon Neutral Projects**

- NIC generally receives a small annual funding allotment for carbon neutral projects. A project will be identified and added to the submission to the Ministry for the June 30<sup>th</sup> deadline.

**Policy analysis/strategic priority:**

Board Governance Authority Matrix - Budgets

These projects are aligned with BUILD 2026 as part of the Foundational elements of NIC’s strategic plan.

**Attachments:**

1. Project Overview summaries

**Action:**

To approve

Attachment 3: Prioritized List of Proposed Projects  
 Five-Year Capital Plan Instructions (2027/28 to 2031/32)



#	Institution	Campus	Project Category	Program Type	Priority in Category	Project Title	Project Description	Facility Condition Index (for existing assets)	Asset Replacement Value (for existing assets)	Anticipated Approval Date (Month/Year)	Anticipated Construction Start Date (Month/Year)	Anticipated Occupancy Date (Month/Year)	Total Cashflow Forecast 2027/28	Total Cashflow Forecast 2028/29	Total Cashflow Forecast 2029/30	Total Cashflow Forecast 2030/31	Total Cashflow Forecast 2031/32	Total Cashflow Forecast Outgoing Years	Total Project Budget	Provincial Cashflow Forecast 2027/28	Provincial Cashflow Forecast 2028/29	Provincial Cashflow Forecast 2029/30	Provincial Cashflow Forecast 2030/31	Provincial Cashflow Forecast 2031/32	Total Provincial Cashflow Forecast Outgoing Years	Total Provincial Budget	Project Fully Funded by the Province? (Yes/No)
1	NIC	Port Alberni	Priority Investments	Trades	1 of 3	Port Alberni Trades Training Facility	Replace outdated and insufficient Trades leased space with a new Trades building at the Roger St location	0.58		Oct-27	Apr/2029	Sep/2030	\$ 6,000,000	\$ 12,000,000	\$ 12,000,000	\$ 6,000,000			\$ 36,000,000	\$ 6,000,000	\$ 12,000,000	\$ 12,000,000	\$ 5,000,000		\$ 35,000,000	No	
2	NIC	Comox Valley	Priority Investments	Health Sciences	2 of 3	Comox Valley Health Science building	The project will replace portables with a new Health Science building	0.68 (Village)		Apr-27	Sep/2028	Sep/2030	\$ 1,000,000	\$ 13,000,000	\$ 12,000,000	\$ 15,000,000			\$ 41,000,000	\$ 1,000,000	\$ 13,000,000	\$ 12,000,000	\$ 14,000,000		\$ 40,000,000	No	
3	NIC	Campbell River	Priority Investments	Trades	3 of 3	Cambell River Future Ready Innovation Centre	Increase classrooms and shops. Refresh wet lab for applied research.			Apr-28	Apr/2029	Sep/2030	\$ 500,000	\$ 2,000,000	\$ 2,000,000	\$ 1,500,000			\$ 6,000,000	\$ 500,000	\$ 2,000,000	\$ 2,000,000	\$ 1,000,000		\$ 5,500,000	No	
4																			\$ -						\$ -		
5																			\$ -						\$ -		
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8																			\$ -						\$ -		
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10																			\$ -						\$ -		
Note: Please refrain from the use of formulas in the cells.													\$ 7,500,000	\$ 27,000,000	\$ 26,000,000	\$ 22,500,000	\$ -	\$ -	\$ 83,000,000	\$ 7,500,000	\$ 27,000,000	\$ 26,000,000	\$ 20,000,000	\$ -	\$ -	\$ 80,500,000	



#	Institution	Campus	Project Category	Program Type	Priority in Category	Project Title	Project Description	# of beds (SP projects only)	Facility Condition Index (for existing assets)	Asset Replacement Value (for existing assets)	Anticipated Approval Date (Month/Year)	Anticipated Construction Start Date (Month/Year)	Anticipated Occupancy Date (Month/Year)	Total Cashflow Forecast 2027/28	Total Cashflow Forecast 2028/29	Total Cashflow Forecast 2029/30	Total Cashflow Forecast 2030/31	Total Cashflow Forecast 2031/32	Total Cashflow Forecast Outgoing Years	Total Project Budget	Provincial Cashflow Forecast 2027/28	Provincial Cashflow Forecast 2028/29	Provincial Cashflow Forecast 2029/30	Provincial Cashflow Forecast 2030/31	Provincial Cashflow Forecast 2031/32	Total Provincial Cashflow Forecast Outgoing Years	Total Provincial Budget	Project Fully Funded by the Province? (Yes/No)
1	NC	Campbell River	Student Housing	Student Housing	1 of 2	Campbell River Student Housing	The Housing project at Campbell River aims to improve access to education by providing a secure and supportive living environment for approximately 170 students.	170			Apr-27	Sep-28	Sep-30	\$ 3,000,000	\$ 19,000,000	\$ 2,000,000				\$ 70,000,000	\$ 3,000,000	\$ 19,000,000	\$ 2,000,000				\$ 49,000,000	NO
2	NC	Port Alberni	Student Housing	Student Housing	2 of 2	Port Alberni Student Housing	This project will provide new student housing space at NCC's Port Alberni campus with approximately 82 beds of housing.	82			Apr-28	Jun-29	Jun-31	\$ 2,000,000	\$ 20,000,000	\$ 22,000,000				\$ 50,000,000	\$ 2,000,000	\$ 20,000,000	\$ 21,000,000				\$ 49,000,000	NO
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														\$ 3,000,000	\$ 37,000,000	\$ 19,000,000	\$ 22,000,000	\$ -	\$ -	\$ 120,000,000	\$ 5,000,000	\$ 41,000,000	\$ 12,000,000	\$ -	\$ -	\$ -	\$ 118,000,000	

Note: Please refrain from the use of formulas in the cells.



#	Institution	Campus	Project Category	Program Type	Priority In Category	Project Title	Project Description	Anticipated Approval Date (Month/Year)	Anticipated Start Date (Month/Year)	Anticipated Completion Date (Month/Year)	Total Cashflow Forecast 2027/28	Total Cashflow Forecast 2028/29	Total Cashflow Forecast 2029/30	Total Cashflow Forecast 2030/31	Total Cashflow Forecast 2031/32	Total Cashflow Forecast Outgoing Years	Total Project Budget	Provincial Cashflow Forecast 2027/28	Provincial Cashflow Forecast 2028/29	Provincial Cashflow Forecast 2029/30	Provincial Cashflow Forecast 2030/31	Provincial Cashflow Forecast 2031/32	Total Provincial Cashflow Forecast Outgoing Years	Total Provincial Budget	Project Fully Funded by the Province? (Yes/No)
1	NIC	Campbell River	Routine Capital	Life Safety & Code Compliance	1 of 4	Replace welding exhaust units	The welding extraction/ventilation systems are end of life and require replacing. These units are required for safety purposes and are critical to the success of the welding program.	Apr-27	Jun/2027	Sep/2027	\$ 400,000						\$ 400,000	\$ 400,000						\$ 400,000	YES
2	NIC	Comox Valley	Routine Capital	Facility Asset Renewal	2 of 4	Re-purposing program delivery spaces	NIC's programming is shifting to match student demand and Provincial priorities. There are several labs and classrooms that need to be renovated to align with new program delivery needs.	Apr-27	May/2027	Sep/2027	\$ 400,000						\$ 400,000	\$ 400,000						\$ 400,000	YES
3	NIC	Comox Valley	Routine Capital	Facility Asset Renewal	3 of 4	Replace Puntsidge Hall building envelope (siding and windows)	The original building siding and windows at Puntsidge Hall is at the end of life. Replacement will extend the life of this building. Additional insulation measures will also be explored.	Apr-27	May/2027	Nov/2027	\$ 1,000,000						\$ 1,000,000	\$ 1,000,000						\$ 1,000,000	YES
4	NIC	Comox Valley	Routine Capital	Facility Asset Renewal	4 of 4	Replace heat pumps at library in Discovery Hall building	The heat pumps that is dedicated for the library space at Discovery Hall has reached end of life. Replacing the current units will improve efficiency and ensure the current units don't fail.	Apr-27	May/2027	Sep/2027	\$ 200,000						\$ 200,000	\$ 200,000						\$ 200,000	YES
5																	\$ -	\$ -						\$ -	
6																	\$ -	\$ -						\$ -	
7																	\$ -	\$ -						\$ -	
8																	\$ -	\$ -						\$ -	
9																	\$ -	\$ -						\$ -	
10																	\$ -	\$ -						\$ -	
											\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000	

Note: Please refrain from the use of formulas in the cells.

Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

Project Overview																																																
Institution	Campus	Category	Priority in Category	Program Type																																												
NIC	Port Alberni	New Priority Investments	1 of 3	Trades																																												
Project Title																																																
Port Alberni Trades Centre																																																
Brief Project Description																																																
This project will replace a 40-year-old leased trades facility (located at Tebo Avenue) with a new Trades building on college-owned land at the existing Roger Street Port Alberni campus.																																																
Project Definition																																																
Project Scope																																																
<p>The current trades facility's small size, limited classroom space, lack of cooling system and poor condition restrict NIC's ability to deliver full program offerings such as much needed apprenticeship training. This project will increase space, utilize the existing Roger Street campus and open programming to include afternoon, spring and summer scheduling options. The new facility will significantly increase the college's ability to meet projected demand for trades programs and increase programming to now include apprenticeship levels. The new facility will be approximately 3716 m<sup>2</sup> and create many opportunities for improved functional efficiency to meet demand. A design concept layout is attached to the end document.</p> <p>Enrollment and area breakdown:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>2019/20 FTEs</th> <th>2021/22 FTEs</th> <th>2025/26 FTEs</th> </tr> </thead> <tbody> <tr> <td>Automotive Service Technician Foundation Harmonized</td> <td>10</td> <td>8</td> <td>12</td> </tr> <tr> <td>Carpentry Foundation Harmonized</td> <td>11</td> <td>8</td> <td></td> </tr> <tr> <td>Furniture Design and Joinery Certificate</td> <td>11</td> <td>16</td> <td>7</td> </tr> <tr> <td>Fabricator-Welder Micro-credential Combination</td> <td></td> <td>14</td> <td></td> </tr> <tr> <td>Welder Foundation Harmonized</td> <td>9</td> <td>17</td> <td>13</td> </tr> <tr> <td>Welding Levels A + B</td> <td>5</td> <td></td> <td>4</td> </tr> <tr> <td>Apprenticeship: Welding Harmonized</td> <td>3</td> <td></td> <td>1</td> </tr> <tr> <td><b>Total Trades FTEs Delivered at Tebo</b></td> <td><b>49</b></td> <td><b>63</b></td> <td><b>37</b></td> </tr> <tr> <td><b>Total FTEs Delivered at PA Campus</b></td> <td><b>275</b></td> <td><b>193</b></td> <td><b>158</b></td> </tr> <tr> <td><b>% FTEs Delivered at Tebo</b></td> <td><b>18%</b></td> <td><b>33%</b></td> <td><b>23%</b></td> </tr> </tbody> </table>					Program	2019/20 FTEs	2021/22 FTEs	2025/26 FTEs	Automotive Service Technician Foundation Harmonized	10	8	12	Carpentry Foundation Harmonized	11	8		Furniture Design and Joinery Certificate	11	16	7	Fabricator-Welder Micro-credential Combination		14		Welder Foundation Harmonized	9	17	13	Welding Levels A + B	5		4	Apprenticeship: Welding Harmonized	3		1	<b>Total Trades FTEs Delivered at Tebo</b>	<b>49</b>	<b>63</b>	<b>37</b>	<b>Total FTEs Delivered at PA Campus</b>	<b>275</b>	<b>193</b>	<b>158</b>	<b>% FTEs Delivered at Tebo</b>	<b>18%</b>	<b>33%</b>	<b>23%</b>
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Project Objectives																																																
<p><b>Problem/Opportunity:</b></p> <p>This project will replace a leased trades facility with a new Trades building on college-owned land. This would allow for increased administrative efficiencies, improved accessibility for students and an expanded operational window as the current facility lacks a cooling system which limits operation during warmer months. A new energy efficient building will greatly reduce maintenance costs, operational costs, and utility bills while also reducing the College's carbon footprint. Relocating the building to the existing campus will optimize use and improve student experience and outcomes through improved access to counselling, financial aid, student services and academics supports. The new space will increase the College's ability to deliver relevant and responsive program and increase FTEs in applied training in this rural region.</p>																																																

1. **Increase accessibility and inclusivity for students attending NIC programs.** With no elevator access to the only two classrooms on the second floor, Tebo does not meet the current building code for accessibility, let alone the standards required for post-secondary institutions by the Accessible British Columbia Act. In the new facility, classrooms and common areas will align with Rick Hansen Accessibility standards while the new centralized location will significantly increase Indigenous students' access to Indigenous services, Elder-in Residence and counsellors for students in need.
2. **Reduce the 156.4 metrics tons of CO2 being released into the atmosphere annually** at Tebo by replacing it with a new facility which meets CleanBC's performance standards while achieving BC's requirements for zero-carbon new public sector buildings by 2027. The current facility makes up 11% of NIC's total natural gas consumption and 9% of total electricity use.
3. **Replace a leased facility which requires high operational and maintenance costs with a cost-effective, high-efficiency training facility.** The Tebo facility's Assets Condition Assessment has identified substantial major system repairs required within the next three years.
4. **Expand trades programming** by improving functional efficiency and increasing facility size to accommodate local demand as part of the overall 85,000 skilled trades people needed in BC in the next ten years. This project offers increased trades training opportunities for upskilling and reskilling individuals to re-enter the labour market in high opportunities careers.
5. **Increase program capacity to allow for up to 400 full time equivalents (FTEs) annually**, meeting growing population demands in the Alberni-Clayoquot Regional District. The current facility has no cooling system, restricting NIC's ability to train students' year-round. With increasing climate pressures, the number of days closed during the summer months is expected to increase. Additional spaces will create flexibility to expand the total range of skilled trades programs in Port Alberni, while meeting Port Alberni's growing skills shortage and population needs.
6. Consolidate trades programming with the main Roger Street campus to **centralize student services and supports, increasing student retention and improving operational efficiency.** This will also improve utilization rates at the main Roger Street campus while enhancing integration between trades and other academic studies. Expanding functionality of the Roger Street campus will create a more vibrant, inclusive and accessible campus to support all student achievements. The close proximity to Alberni Valley Secondary school offers substantial opportunities for increased dual credit programming

Total Project Cost	Provincial Funding	PSI Contribution
\$36,000,000	\$35,000,000	\$1,000,000



Attachment 2a: Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

Project Overview																												
Institution	Campus	Category	Priority in Category	Program Type																								
NIC	Comox Valley	New Priority Investments	2 of 3	Health Sciences																								
Project Title																												
Comox Valley Health Science Building																												
Brief Project Description																												
<p>This project will replace several 33-year-old portables with a new Health Science building at NIC’s Comox Valley campus. It will also replace leased space at the old St. Joe’s hospital as we anticipate the lease will expire in the near future so the building can be demolished.</p>																												
Project Definition																												
Project Scope																												
<p>This project includes a replacement of NIC’s portables and St. Joe’s leased space and an expansion of our existing Health Sciences spaces. Program space expansion aims to address the space deficiencies from the outdated portables and St. Joe’s space while also enabling the Province’s Budget 2026 commitment to add more nurses and health-care workers to succeed.</p> <p>Key data about the proposed built-space is summarized in the tables below.</p> <p><i>Current breakdown area</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Current Village replacement</td> <td style="width: 20%;">1,128 m<sup>2</sup></td> <td style="width: 30%;">12,142 sq ft</td> </tr> <tr> <td>External circulation space for portable</td> <td>564 m<sup>2</sup></td> <td>6071 sq ft</td> </tr> <tr> <td>St Joe’s Hospital leasehold replacement</td> <td>817 m<sup>2</sup></td> <td>8,794 sq ft</td> </tr> <tr> <td style="text-align: right;"><b>TOTAL</b></td> <td><b>2,509 m<sup>2</sup></b></td> <td><b>27,007 sq ft</b></td> </tr> </tbody> </table> <p>*Note: the circulation space for the portable structures is exterior to the units and is not included in the VFA measurements. It has been added in calculating the gross area of the project.</p> <p><i>Proposed total estimated area</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Student gathering and living-learning space includes alcoves for quiet learning, collaborative study and meeting spaces, indigenous services, and large gathering space</td> <td style="width: 20%;">613 m<sup>2</sup></td> <td style="width: 30%;">8,600 sq ft</td> </tr> <tr> <td>Academic spaces for health science including science labs, health science simulation labs, and enhanced classrooms.</td> <td>1,840 m<sup>2</sup></td> <td>19,800 sq ft</td> </tr> <tr> <td>A teaching and learning innovation space and Indigenous Education Hub at the centre of faculty offices with meeting/training rooms.</td> <td>613 m<sup>2</sup></td> <td>6,600 sq ft</td> </tr> <tr> <td style="text-align: right;"><b>TOTAL</b></td> <td><b>3,066 m<sup>2</sup></b></td> <td><b>36,000 sq ft</b></td> </tr> </tbody> </table> <p>This central campus learning hub will provide learning spaces for health science programming while common areas will be used to foster campus-wide student learning and innovation.</p> <p>The table below provides the current FTE utilization for programs that would operate in the new Health Sciences building. These are the current figures, and this enhanced space would provide room for expansion if the resources were available to expand these popular programs. Its important to note that the table is only showing the direct programs that would use the space. University transfer Science courses would also utilize this teaching space.</p>					Current Village replacement	1,128 m <sup>2</sup>	12,142 sq ft	External circulation space for portable	564 m <sup>2</sup>	6071 sq ft	St Joe’s Hospital leasehold replacement	817 m <sup>2</sup>	8,794 sq ft	<b>TOTAL</b>	<b>2,509 m<sup>2</sup></b>	<b>27,007 sq ft</b>	Student gathering and living-learning space includes alcoves for quiet learning, collaborative study and meeting spaces, indigenous services, and large gathering space	613 m <sup>2</sup>	8,600 sq ft	Academic spaces for health science including science labs, health science simulation labs, and enhanced classrooms.	1,840 m <sup>2</sup>	19,800 sq ft	A teaching and learning innovation space and Indigenous Education Hub at the centre of faculty offices with meeting/training rooms.	613 m <sup>2</sup>	6,600 sq ft	<b>TOTAL</b>	<b>3,066 m<sup>2</sup></b>	<b>36,000 sq ft</b>
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Attachment 2a: Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

Program	2025/26 FTEs
Bachelor of Science in Nursing*	149
Practical Nursing Diploma	35
Health Care Assistant	51
Human Services Diploma	4
Human Services -Education Assistant/Community Support Certificate	23
Social Services Diploma	23
Island Pre-Health Science Advanced Diploma	16
Health Science Diploma	3
<b>Total</b>	<b>303</b>

\*Includes 26.11 FTEs delivered in collaboration with Vancouver Island University plus 2.95 FTEs delivered online.

This facility will also include access to Indigenous Education and Centre of Learning and Teaching Innovation faculty and staff to integrate traditional ways of learning and being with modern active learning strategies. Indigenous students represent 21% of NIC’s domestic student population enrolled in credit courses and receive priority admission to all Health Science programs with a minimum 2-3 spaces held for Indigenous students per program. This building will combine culturally inclusive care and innovative program design strategies to provide meaningful and enriched learning environments. The facility will also include innovative simulation labs and classrooms equipped with modern technology to equip the labour market with highly training health care professionals.

**Project Objectives**

***Problem/Opportunity:***

This project will replace several 32-year-old portables with a new Health Science building at NIC’s Comox Valley campus. The project will also replace the leased space at the old St. Joe’s hospital. Providence is only able to provide year-to-year lease arrangements for this aging building, and at some point soon the lease will expire so the building can be demolished.

NIC originally had a cluster of 16 portables, but in June 2023 a fire damaged four portables which has significantly escalated the need for alternative permanent space on campus.

***Project Objectives:***

- Develop an academic building to meet the address urgent labour market demand for health science programming while also meeting the need for modern active learning spaces, technology and innovation spaces and flexible, multipurpose study spaces.
- Reduce leasehold cost as well as the rapidly increasing energy and maintenance costs for the deteriorating portables.
- Optimize faculty/student ratios and increase FTEs. The size of the current portables limit class sizes
- Provide welcoming, inclusive, and accessible learning spaces for students, faculty, and staff. The current infrastructure is aging rapidly, a new facility will be built to code and increase accessibility
- Build a durable, climate resilient and energy efficient facility which supports users’ well-being. The facility will be designed to provide a healthy workplace that support students well-being with minimal environmental impact
- Honour our commitment for lasting and meaningful reconciliation. The project provides the opportunity to increase opportunities for interdisciplinary collaboration between indigenous education and health sciences, particularly supporting courses focussed on culturally inclusive care.
- Enhance education opportunities for students and faculty through technology and innovative design in classrooms, student common areas, collaboration spaces and large gathering spaces. This learning hub will be designed to foster an engaging and thriving learning community both in and out of the classroom.

**Key Risks**

Attachment 2a: Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

Project Risk(s)	Proposed Mitigation Strategy
Delays in project implementation increase the risk of reduced programming capacity if further loss occurs following the fire or when the St. Joe’s lease expires. In the meantime, the college is facing increasing deferred maintenance, leasehold, and energy costs.	NIC has extended the St. Joe’s lease another year and is implementing business continuity measures for the lost portables.
Delays in funding approval may lead to increased cost escalation due to increasing prices of materials and labour.	Once notional approval is granted, NIC will move into schematic design and a Class C Cost estimate to support a well-informed business case.
Lack of alignment with stakeholders could delay design and/or impact operations.	As with other NIC capital projects, we will develop a communications strategy to support ongoing engagement with neighbours, school district, the local First Nation, industry and the broader community.
Delays in building permits and potential variance permits may delay the project schedule.	The City has been very supportive of current capital projects underway at the Comox Valley campus and is keenly aware of labour market demand for health care workers in the valley. NIC will continue to regularly communicate with the City throughout the project to set realistic timelines and identify potential issues and solutions early on.
Space constraints for site development and parking.	Renew gravel parking lots and other amenities to optimize space.

**Options Considered**

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

**Option 1: Do Nothing**  
 Maintaining the portables becomes more costly each year as energy costs raise and weather patterns become more extreme. Repairs are required on the building envelope and walkways deteriorate. Over \$2.5M in renewal funding is projected through VFA over the next 10 years, investing money into what was originally a temporary portable building complex that is quickly becoming substandard. The recent fire has escalated the urgency to replace “temporary portables” and the expiring lease space at St. Joe’s hospital with a sustainable solution.

**Option 2: Lease**  
 The leasehold space at the old St. Joe’s Hospital in Comox is expiring, and continued efforts are being made to extend the lease one year at a time; however, the hospital is being demolished and extension options are expected to come to an end. As with many locations in BC, it is becoming increasingly challenging to acquire viable, leasable teaching space in the Comox Valley as vacancy levels are low and costs are very high. Leasehold space would also require considerable funding to facilitate leasehold improvement into temporary spaces.

**Option 3: Renovations**  
 The college is also continually undergoing renovations to optimize space. NIC is currently renovating existing science labs to address safety issues and classroom size constraints. Last year, NIC assessed the viability of adding some classroom space to a new childcare building to accommodate the overflow health program needs but the change in scope would have compromised the project.

**Option 4: New Academic Building**  
 The portable complex encompasses 10% of our teaching space, replacing/building new is the preferred option as it centralizes the programming on Comox Valley campus, increases learning spaces for students and reduces leasing, maintenance, energy, and program delivery costs. Larger classrooms would allow the College to meet student demand for high demand programs at lower cost by aligning class size with the faculty collective agreement. When replacing classroom space, we would address this issue and increase the number of classes that can hold 24-45 students.

**Current Situation**

**Current building conditions:**

*St Joe’s leasehold space*

The leasehold space at St Joe’s Hospital supports a variety of health and human service programs in 817 m<sup>2</sup> of space which includes classrooms, labs, and HyFlex rooms equipped for virtual and in-person training. Annual leasehold costs currently \$115,568. The current lease extension expires on September 1, 2027. While a 1-year extension to the lease to September 1 2028 is very likely, the building is scheduled to be demolished so there is a critical risk to the delivery of health care programs once this space is no longer available.

*The Village*

- The “Village” consists of 32-year-old prefabricated portables which are used as classrooms and offices. Prior to the fire, the portables had an FCI rating of 0.44 and the January 2023 VFA report has identified over \$2.38M of deferred maintenance items which are “beyond useful life.”
- The June 2023 fire destroyed four portables and sections of a covered walkway which connects the portables.
- Maintenance costs are rapidly increasing as major system and building envelop require replacement. Plumbing below the buildings are subject to freezing in the winter, there is minimal insulation and mid-efficiency furnaces which lead to very poor energy efficiency. Gaps in the exterior siding have allowed living things to enter spaces below the portables and cause significant loss.
- The Village originally held classroom space for 220 students, and office space for 44 faculty/staff and 2 meeting rooms with combined capacity for 14 people.
- NIC receives complaints from students and employees in these portables as they do not represent quality education. Students, faculty, and staff must use walkways, open to the elements, to access classrooms and washrooms.

During the 2025/2026 academic year, the Village accommodated approximately 10% of the campus’ student FTEs and provided office space for approximately 25 to 30 staff and faculty. Significant risk remains as the remaining portables are comprised of combustible construction and has no fire protection sprinkler system. Retrofitting a fire sprinkler system into “temporary” portables which are separated by unheated space would be cost prohibitive.

**Impact if not funded:**

- Risk of another significant loss and/or safety incident
- Lost of revenue due to insufficient classroom sizes for high demand program
- Compromised recruitment and retention of students, faculty, and staff due to poor learning and working spaces.
- Increasing cost of deferred maintenance costs on temporary learning spaces
- Steadily increasing leasehold, maintenance, and energy costs

**Strategic Alignment**

Institution Priorities	Indigenous Reconciliation (Declaration Act)
<ul style="list-style-type: none"> <li>• The project directly aligns with College’s commitment to increase the many ways students can access education and training at NIC by increasing the capacity of our teaching locations (<i>BUILD 2026 Strategic Plan, measurable #4</i>).</li> <li>• Establish Indigenous-centred holistic services and learning spaces; creating culturally safe and responsive campuses (<i>Working Together: Indigenization Plan</i>)</li> <li>• The project also aligns with the College’s goal to retain students with proactive strategies (<i>BUILD 2026 Strategic Plan, measurable 3.2</i>) and makes important strides towards implementing optimum enrollment at each campus location, increasing FTEs and courses, as well as the increasing number BC high school students who transition to NIC within two years and students who participate in post-secondary pathway agreements (<i>Widening Our Doorways Academic Plan, measurables 2.2, 3.1-6</i>)</li> </ul>	<p>Indigenous engagement will include ongoing consultation with NIC’s Indigenous Education Council, Working Together Working Group, and engagement with local K’ómoks First Nation. Discussions will include use of the land as well as building and landscape design, artwork, language(s) for signage and naming. Current capital projects at the Comox Valley campus have been supported by the guidance from K’ómoks First Nation representatives. This project will continue the positive and collaborative relationship with the Nation to foster meaningful reconciliation.</p> <p>Indigenous students receive priority admission to all Health Science programs. NIC will work within the scope of it’s Indigenous Service Plan to ensure alignment and support of the plan. Stakeholder engagement sessions will include consultations</p>

Attachment 2a: Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

<ul style="list-style-type: none"> <li>The project also aligns with NIC’s commitment to reduce greenhouse gas emissions. (<i>Widening Our Doorways</i> Academic Plan, measurable #7 and <i>BUILD 2026</i> Strategic Plan, measurable #8)</li> </ul>	<p>Indigenous and non-Indigenous students, staff, faculty, and community members.</p>
<b>Environmental, Social, Governance Framework for Capital (ESGFC) Eligibility</b>	
<p>Eligibility: Yes</p>	<p>Rationale: If no, please specify criteria for exemption.</p>
<b>Climate Change (CleanBC)</b>	<b>Child Care</b>
<p>The outdated portables are at the end of life and operationally inefficient with high heating and cooling costs in the summer and winter. The cost of maintenance to keep them in a reasonable state of repair is disproportionately high.</p> <p>The new facility will significantly improve NIC’s climate resiliency and reduce greenhouse gas emissions by achieving CleanBC’s requirement as a zero-carbon new public sector building. The building will be designed to meet the requirements of a Green Building Standard that is most suitable for this type of project and location. It will also include a minimum 20% green roof coverage to meet or exceed the City of Courtenay sustainability requirements.</p> <p>The structure will be built to minimize our carbon footprint and strive for net positive operational energy/carbon utilizing renewable energy. It will use post-consumer and pre-consumer recycle content, while avoiding materials with high carbon footprints. It will be designed for passive and active energy savings including construction, siting, daylighting, massing, orientation, and energy recovery systems.</p>	<p>The Province recently invested 14.2 million to expand childcare spaces at NIC’s Comox Valley campus so this project will not require a childcare facility in its design.</p>
<b>Mass Timber &amp; Wood First</b>	<b>Labour &amp; Employment</b>
<p>NIC will work towards BC’s Wood First initiative through use of mass timber wherever it is safe and suitable to do so.</p> <p>A mass timber suitability assessment will be conducted to assess the potential use of timber or hybrid building solution in the project. Should mass timber be deemed appropriate, a quantity surveyor will provide a cost comparison between mass timber and traditional materials.</p>	<p>As this project will require over \$15M in provincial investment, NIC will follow BC’s apprenticeship policy ensuring contractors use apprentices in contracts valued over \$500,000 where the primary scope of the work is a Red Seal trade.</p>

Attachment 2a: Project Overview - Priority Investments & Student Housing  
5-Year Capital Plan (2027/28 – 2031/32)

**Project Budget (\$ millions)**

Total Project Cost	Provincial Funding	PSI Contribution
\$41,000,000	\$40,000,000	\$1,000,000

**Class Level and Year of Cost Estimate:** This is a notional cost estimate that has been adjusted based on current cost escalations seen on capital projects in the region.

**Capital Funding Assumptions:** NA

**Operating Funding Assumptions:** BC anticipate 189,000 care economy job opening in the next ten years and the Health and Human Resource Strategy commits to creating career pathways by expanding education seats. NIC will work with the Province to support objectives identified the Ministry’s Service Plan and Future Ready Action Plan by providing high quality, culturally safe health care programming at the college.

**Project Schedule**

Target Business Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2027	September 2028	September 2030

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

PROJECT ACTIVITY	PROJECT SCHEDULE- task completed by...
Ministry communicates notional project approval	April 2027
Business Plan and Design development	Fall 2027
Business Plan approval	Winter 2027
Finalized Construction Document and procurement	Spring 2028
Site Prep	Fall 2028
Construction begins	January 2029
Construction complete	Spring 2030
All equipment and furnishing have been moved in	Summer 2030
Anticipated Occupancy Date	September 2030

# Attachment 2a: Project Overview – Priority Investments & Student Housing 5-Year Capital Plan (2027/28 – 2030/32)

Project Overview																																																																										
Institution	Campus	Category	Priority in Category	Program Type																																																																						
NIC	Port Alberni	Student Housing	2 of 2	Student Housing																																																																						
Project Title																																																																										
Port Alberni Student Housing																																																																										
Brief Project Description																																																																										
The Housing project at the Port Alberni campus aims to improve access to education by providing a secure and supportive living environment for 14 families and 68 single students.																																																																										
Project Definition																																																																										
Project Scope																																																																										
<p>NIC’s Port Alberni campus is home to a wide range of programs including university transfer, adult upgrading, trades and apprenticeships, and health and human services including nursing and early childhood education. It is also home to a Culinary Arts Kitchen and the Roger Street Bistro.</p> <p>The project is expected to model the Comox Valley Student Housing Commons project with 68 single bed with in-suite kitchens and a separate family building to accommodate 14 students in two bedroom units. These suites will be built within two four-storey buildings with main floors to accommodate a childcare space and living-learning community gathering spaces on the ground level. This is based on a 2023 Market Demand Analysis by Scion Group:</p>																																																																										
<h3>Port Alberni Campus</h3> <p>Total student demand for single students is calculated <i>by the bed</i> while family student demand is calculated <i>by the unit</i>.</p> <p>Students in short-term programs would require lease agreements appropriate for their length of stay at NIC.</p> <p>Around one-third of family student demand is for partnered students who do not have dependent(s)</p>		<b>Demand Analysis</b>																																																																								
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Project Objectives																																																																										

The housing will be modeled after the Comox Valley Student Housing Commons, creating a multi-generational, Indigenized, living-learning neighbourhood as a place for self-development, informal gathering, and rejuvenation for all NIC students.

**Project Objectives:** *Outline key objectives*

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

<b>Project Budget (\$ millions)</b>		
<b>Total Project Cost</b>	<b>Provincial Funding</b>	<b>Institution/Partner Contribution</b>
\$50,000,000	\$49,000,000	\$1,000,000

## Attachment 2a: Project Overview – Priority Investments & Student Housing 5-Year Capital Plan (2027/28 – 2031/32)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
NIC	Campbell River	Student Housing	1 of 2	Student Housing
Project Title				
Campbell River Student Housing				
Brief Project Description				
The Housing project at the Campbell River campus aims to improve access to education by providing a secure and supportive living environment for approximately 170 students.				
Project Definition				
Project Scope				
<p>NIC put forward a business case for student housing in Campbell River that was not selected to proceed for final review. The feedback indicated that NIC may want to scale this project back slightly for future opportunities.</p> <p>In response to the student demand survey and a need for childcare placements in Campbell River, NIC submitted a housing business case that included both a childcare expansion and family housing. At the time there was an opportunity to receive Provincial funding for childcare spaces that may not be available in the future. Funding childcare internally or fundraising for the project in full isn't feasible for NIC.</p> <p>Given this new set of circumstances and current external factors, NIC has is including in the 5-year capital plan a "scaled back" version of the housing project for Campbell River. It includes the unique design elements and layout that supports short-term stays and programs that don't have traditional semester-based instruction. However, scaling the project back does mean that both family housing and childcare have been removed from the project, and would be considered in a future phase of the project.</p> <p>Students at the Campbell River take a wide range of programming in Trades, Health and Human Services, Business and University transfer programming. However, Trades programming makes up more than half the student body at the Campbell River campus, and the unique design elements of housing project will focus on these students.</p> <p>Providing approximately 170 housing beds will help support the over 650 FTEs that are currently taking programming at this campus. There is growth potential in the programming at this campus if on-campus housing was built.</p>				
Project Objectives				
<p>The primary objective of the Campbell River housing project is to address the shortage of affordable, accessible student housing at the Campbell River campus. The community of Campbell River is a hub that serves the North Island, and providing affordable housing would increase access to education for students in this under-served region. The housing would be built to support students taking short-term employment-ready training at the campus.</p> <p>The Housing project would advance reconciliation by providing culturally appropriate spaces that reflect the needs of Indigenous learners. The project would provide priority access for Indigenous students and incorporate design objectives that honour the cultural heritage of the Wei Wai Kai, Wei Wai Kum and Kwiakah First Nations.</p>				



## Current Situation

The need for housing has been identified by students who report a lack of safe and affordable housing in the area and observed by student's camping or living in their vehicles to avoid excessively long commutes and high fuel costs. This project will improve educational access and inclusivity in post-secondary education while creating welcoming and culturally safe spaces for Indigenous learners.

NIC's business case for student housing in Campbell River is supported by strong market demand. A demand survey was conducted by Scion Advisory Services in March 2024, and the results for Campbell River are summarized below (single student demand only).

Cohort	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
<b>Single Students</b>								
Degree	50	51	52	53	54	55	56	57
Diploma	42	42	43	44	45	46	47	48
Certificates or Trades Foundation	30	30	31	31	32	33	33	34
Apprenticeship	18	18	19	19	19	20	20	20
Short Term Vocation	4	4	4	4	4	4	4	4
<b>Total Demand Range</b>	<b>137-148</b>	<b>140-151</b>	<b>143-154</b>	<b>146-157</b>	<b>149-160</b>	<b>152-163</b>	<b>155-167</b>	<b>158-170</b>

The market demand survey showed additional demand for up to 50 student with families. That information is excluded as the projects first phase would focus on single students, many of whom would require short-term stays. In short, there is strong demand for student housing at the Campbell River campus.

The Campbell River campus and the region it supports is unique in that it makes up 24% of NIC's overall student FTE complement. While the Comox Valley campus is the largest at 46%, Campbell River is not a small rural College campus. It supports the many communities to the north of Campbell River in NIC's region.

## Project Budget (\$ millions)

Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$70,000,000	\$69,000,000	\$1,000,000

## Report to Board of Governors from Education Council Chair

June 18, 2026, Comox Valley Campus

**Report Prepared by:** Education Council Chair, Aisling Brady

### EDUCATION COUNCIL BUSINESS

Education Council met on:

- May 8, 2026
- June 5, 2026

Education Council has developed an Academic Governance subcommittee. This subcommittee is reviewing educational policies and providing recommendations to the VP Academic on items related to program work, program cancellation forms, and related policies. This subcommittee will continue to guide academic governance matters when necessary.

### CURRICULUM

The following curriculum items were approved by Education Council:

#### **Course Revisions:**

- ABG 102 Governance and Organizational Structures
- ABG 110 Community Development and Planning
- ABG 111 Indigenous Economic Development
- ABG 125 Finance in Indigenous Organizations

#### **Program Revisions:**

- Health Care Assistant Certificate

### POLICIES

Policy 3-11 Program Review was approved at the May 8, 2026, meeting.

The key updates to the policy include:

- Adding the Dean/ Director more fulsomely into many of the phases
- Providing clarity on report content and timing
- Clarifying the role of the internal/external team member
- Providing more specifics on the composition and flexibility of the external review team members
- Providing more detailed definition of the program review area.



April 23, 2026  
Our Ref. 150244

Dear British Columbia Public Post-Secondary Institution Board Chairs:

I am writing to thank you for your commitment to ensuring that post-secondary institutions remain safe, inclusive and respectful environments for everyone.

Our Government has been very clear that racism, hate and discrimination have no place on post-secondary campuses or anywhere else in British Columbia. I am looking to you, the leaders of the public post-secondary education system, to continue to ensure safety and foster inclusivity in all areas, addressing all forms of racism, hate and discrimination, including antisemitism, Islamophobia, anti-Indigenous and other forms of racism.

As Board Chairs of public post-secondary institutions, I know you take your responsibility for the management and administration of your institution seriously, and this accountability is respected. We recognize the autonomy of academic governance and value academic freedom and the protection of speech. While peaceful demonstrations are part of post-secondary institutions' free speech and exchange of ideas, none of us can tolerate expressions of hatred and acts of violence of any kind. Ensuring all post-secondary students, staff and faculty have access to safe, inclusive and high-quality learning environments that support them in achieving their best is a commitment shared across the post-secondary education sector.

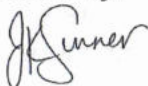
Your institutional policies and procedures that address racism, hate and discrimination should continue to be well-communicated and consistently applied and enforced. Policies and procedures should be clear that they apply to students, faculty, staff, contractors and visitors. They should outline reporting mechanisms, investigative processes, enforcement measures and the potential consequences for violations. As leaders of our public post-secondary institutions, it is your responsibility to ensure these policies and procedures are effectively communicated and consistently applied across your institution. Public post-secondary institutions are encouraged to work with their communities to ensure their policies and procedures align with best practices to keep students, faculty, staff, contractors and visitors safe from violence, hate and discrimination in all forms.

.../2

To promote awareness of existing policies and procedures that support safe public post-secondary environments, institutions previously provided Ministry staff website links to all relevant student and workplace policies and procedures that address racism, hate and discrimination, which our Government has [published](#). I thank you all for providing this information, and for your support to strengthen awareness of existing policies and procedures that address racism and discrimination in all forms. If there are any updates to your policies and procedures please send this information to the Ministry at [PSFS.StrategicPolicyandInitiativesBr@gov.bc.ca](mailto:PSFS.StrategicPolicyandInitiativesBr@gov.bc.ca) at the earliest opportunity.

Thank you for your continued leadership in the public post-secondary system. Our Ministry remains committed to supporting you in providing world-class public post-secondary education to all students in a safe, inclusive and supportive environment.

Sincerely,



Honourable Jessie Sunner  
Minister of Post-Secondary Education and Future Skills

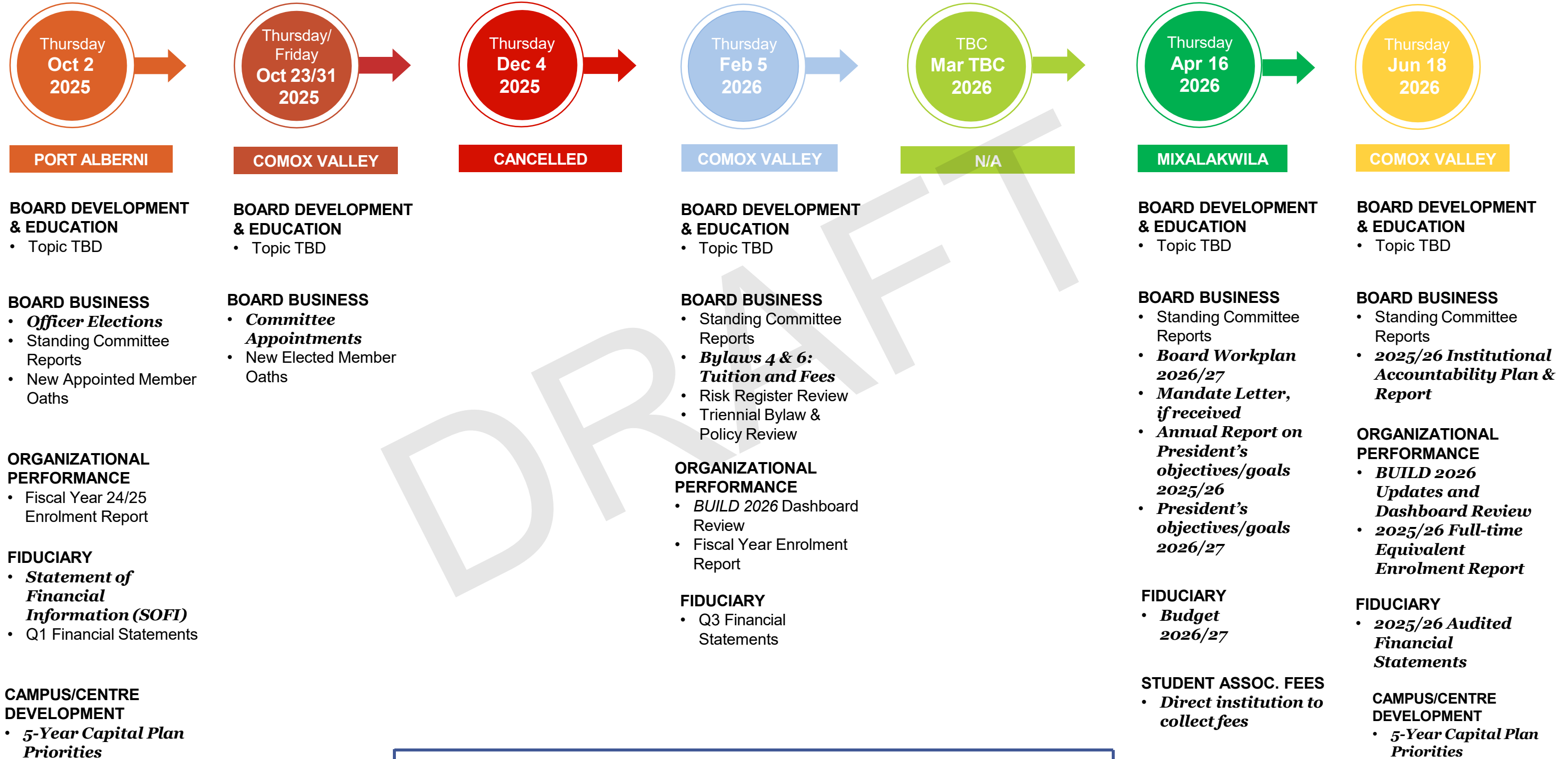
pc: All Public Post-Secondary Institution Presidents

Post-Secondary Employers Association Secretariat

# 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.



Items in this font and italicized require Board approval

**ONGOING AS REQUIRED**

<p><b>ORGANIZATIONAL PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• <i>Strategic Plan Approval/Updates</i></li> </ul> <p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• <i>Credential Approval</i></li> <li>• <i>Program Cancellation</i></li> </ul>	<p><b>FIDUCIARY</b></p> <ul style="list-style-type: none"> <li>• <i>New Programming Tuition and Fees</i></li> </ul> <p><b>CAMPUS/CENTRE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• <i>Lease Approval</i></li> <li>• <i>Land Sale</i></li> </ul>	<p><b>EMPLOYEES</b></p> <ul style="list-style-type: none"> <li>• <i>Collective Agreement Ratification</i></li> </ul>
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	September 2025	October 2025	November 2025	Dec 2025/Jan 2026	February 2026	Mar/Apr 2026	May/June 2026
<b>Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)</b>							
<b>Executive</b>	<b>Sep 15 (Monday)</b> 10:30am	<b>Oct 9</b> 10:30am	<b>Nov 24 (Monday)</b> 1:00pm	<b>Jan 22</b> 10:30am		<b>Apr 2</b> 10:30am	<b>Jun 4</b> 10:30am
<b>Governance &amp; Board Development</b>	<b>Sep 15 (Monday)</b> 9:00am	<b>Oct 9</b> 9:00am	<b>Nov 24 (Monday)</b> 2:30pm	<b>Jan 22</b> 9:00am		<b>Apr 2</b> 9:00am	<b>Jun 4</b> 9:00am
<b>Finance &amp; Audit</b>	<b>Sep 22 (Monday)</b> 3:00pm		<b>Nov 21</b> 3:00pm	<b>Jan 23</b> 3:00pm		<b>Apr 2 (Thursday)</b> 3:00pm	<b>Jun 5</b> 3:00pm
<b>Community Engagement Events (optional)</b>							
				<b>Dec 4</b> <b>Campbell River</b> Campbell River Holiday Lunch			
<b>NIC College Engagement Events (optional)</b>							
	<b>Sep 2</b> <b>Comox Valley</b> Student Orientation	<b>Oct 2</b> <b>Port Alberni</b> Port Alberni Community Engagement Lunch	<b>Nov 5</b> <b>Online</b> College Conversation	<b>Jan 20</b> <b>Online</b> College Conversation	<b>Feb TBD</b> <b>Online</b> College Conversation	<b>Mar TBD</b> <b>Online</b> College Conversation	<b>May 29</b> <b>Campbell River</b> Employee Recognition Event
	<b>Sep 3</b> <b>Campbell River</b> Student Orientation	<b>Oct 3</b> <b>Tofino</b> West Coast Community Engagement Lunch				<b>Mar (dates TBC)</b> <b>All Campuses</b> NISU/LT Student Celebration Lunches	<b>Jun 12</b> <b>Campbell River</b> Convocation
	<b>Sep 4</b> <b>Port Alberni</b> Student Orientation	<b>Oct 21</b> <b>Campbell River</b> Campbell River Community Engagement Lunch					<b>Jun 17</b> <b>Port Alberni</b> Convocation
	<b>Sep 5</b> <b>Online</b> College Conversation	<b>Oct 30</b> <b>Mixalakwa</b> Mixalakwa/Port Hardy Community Engagement Lunch					<b>Jun 15 &amp; 16</b> <b>Comox Valley</b> Convocation

**CONTINUING EDUCATION AND TRAINING**

**Campbell River Campus**

*Submitted by Lorraine Hagan, Continuing Education Program Officer*

**Trades Expo**

CET CR participated in the Skilled Trades BC TRADES EXPO at Timberline Secondary where we promoted programming including Heavy Duty Equip Operator. We provided a machine that students could enter and run a simulator.



*Participants lining up to experience the heavy equipment simulator.*

We also provided Marine Training with Simulated Electronic Navigation demonstrations as well as in-person demonstrations in the Metal Jewellery Studio.



*Metal Jewellery students hard at work.*

**Project Based Labour Market Training (PBLMT)**

Labour Market Training is now well underway for MMFN in Gold River (started in April, continues through Jan 2027) bringing Skills for Success and Employment training for both office computer training and hospitality courses to support local industry. Participants also have practicum placements as part of the PBLMT.

## Marine Training

CET CR continues to offer private marine training, including a radio course in Port McNeill and SDV-BS for the Cumberland fire department



*Marine Students receiving hands-on training*

## Other News

- Program Proposals for Future Skills Grant (FSG) funding have been submitted and we will be hearing about approved programs very soon and will add these to the schedule for 2026-27.
- Hospital Unit Clerk program students just completed their practicums and will be attending graduation ceremonies on June 12, 2026.
- Registration opened June 2, 2026 for all regular CET courses and programs for the 2026-27 academic year.

## Port Alberni Campus

*Submitted by Leanne Moore, Continuing Education Program Officer*

### Fundamentals of Sustainable and Innovative Manufacturing Microcredential Update

Alberni Valley Makerspace was awarded a Rural Diversification and Infrastructure Program (REDIP) grant that supports a partnership with CET to deliver three cohorts of the Fundamentals of Sustainable and Innovative Manufacturing Microcredential, a six-week introduction to hands-on manufacturing technologies micro-credential program designed to equip participants with both theoretical knowledge and practical skills in advanced manufacturing technologies.

The spring intake concluded on May 22, and we are happy to share that three of the seven participants gained employment upon completion of the program.

Look at some of their incredible projects below.

The plastic pieces you see were made from recycled materials.

Our next program launches on October 13.



*Handi-work from Sustainable and Innovative Manufacturing Students*

### **Green Building Foundations & Manufacturing Update**

Through the Synergy Foundation and the Canada Retraining and Opportunities Initiative, CET is delivering Manufacturing and Green Building Foundation programs.

All 15 students who completed the program on April 10 were offered employment with IGV Housing, a new manufacturing plant in Port Alberni. Twelve accepted positions with IGV Housing, while two secured full-time roles with other employers.

Following the success of the winter program, partners agreed to launch a second cohort, replacing the Green Building & Deconstruction program, to support IGV Housing’s expanding workforce needs. The new cohort of 15 participants began training on May 19.



*Green Building & Manufacturing students in action*

## Port Hardy Campus

*Submitted by Donna Merry, Manager, Continuing Education (Acting Director)*

### Carpentry Apprenticeship Level 2- Kingcome Inlet

Students in the Carpentry Apprenticeship Level 2 program are preparing to write their final exam this month, after working hard for the past 10 weeks to fulfill the learning outcomes for the Level 2 Carpentry program.

Eight students continued on from the Level 1 program offered at Ukwonali village in 2024, with one additional student joining, making a cohort of nine students— more than 10% of the permanent population of 75 people in the tiny fly-in/boat-in only Dzwada-enuxw First Nation village.

The students are doing very well on both their theoretical and practical assessments.



*Students installing windows and doors*



*Students preparing a level foundation for sheds*



*Class and instructor with two finished sheds with hip roofs*



*Students replacing stairs with a landing*

## ARTS, SCIENCE AND MANAGEMENT

### FACULTY OF ARTS, SCIENCE AND MANAGEMENT (FASM) 2025/26

*This is a compiled list taken from various sources – including press releases, Faculty correspondence and other reports. A debt of gratitude is owed to all those that contributed directly or indirectly to this annual snapshot.*

The year saw the emergence of some exciting opportunities for FASM students. It was a busy year, with lots of events and meaningful achievements across all program areas – from national competition wins and innovative curriculum development to expanded partnerships, inspiring arts programming, and student success stories that highlight the strength and momentum of our students and faculty. (Given space limitations, not all FASM happenings could be included here.)

### ISLAND PRE-HEALTH SCIENCE

The Island Pre-Health Science program is proud to announce our first student who has been accepted to a professional health science program. Aidan Mischook was recently accepted into UBC's PharmD program, where he will complete his pharmacy degree. Although he is just one course shy of the Associate of Science in Island Pre-Health, he completed the rest of the first two years of the program admirably. Aidan is looking forward to returning to the Comox Valley to practice as a pharmacist, and hopefully he will have the opportunity to complete his practicum on the Island in a smaller community. Undoubtedly the support he received from all his instructors and the program helped in his success, along with his strong work ethic and academic inclination. (From the files of Dr Aisling Brady).

### SCIENCE WORLD – CAMPBELL RIVER

Science World visited NIC's Campbell River campus on May 30th and wowed potential scientists-to-be (and accompanying parents) with several workshops: Science of Sport, Science Surprises, and Girls & STEAM "Teens Only".



All smiles from our faculty, Rishi Somvanshi and Sandra Milligan, and amazing student volunteers from Carihi Secondary, Timberline Secondary, and Mark Isfeld Secondary who helped support the NIC Biology Lab during the Science World Community Celebration in Campbell River.

Alongside two NIC faculty members, they assisted with hands-on biology activities and helped make the event an engaging experience for the community.



The "Flaming Hands" chemistry demonstration looks like magic, but it is actually a perfect example of thermodynamics and heat protection in action. Kathy Heywood scoops up a handful of methane filled soap bubbles and lights them on fire without getting burned since the heat from the quick flash of fire goes directly into warming up and vaporizing the water on the skin, leaving the hands unharmed.



From Scienceworld.ca: Exhibitors included: Nanaimo Science, BC EHS (Ambulance), BC Hydro, Genome BC, Gwail Engineering, MARS Wildlife Rescue Centre, Moses Filters, BC Society of Engineering and Geoscience (BCSEG), and others from the Vancouver Island Science Community.

**JAPAN FIELD SCHOOL**

Building on our relationships with our partners in Japan, with the support of OGE department chair and instructor Ryan Blaak is taking students on a Global Studies field school this June to the Kansai region. The students will focus on studying “Canada’s West Coast Fishery: Indigeneity and the Asia Pacific” which uses the Canadian fishing industry as a vehicle to explore issues of Indigenous sovereignty, trans-pacific migration, ethnic and intercultural relations, and globalization.

**ERASMUS+ TEACHING MOBILITY PROGRAM IN ROMANIA**

Criminology instructor, Aaron Eyjolfson, spent a week on a teaching exchange with the Faculty of Law at the University of Brasov in Romania. It was a dynamic, cross-cultural learning experience where international students engaged with Aaron to explore victimology through open dialogue and shared perspectives. The event strengthened global connections and showcased the vibrant international community the university continues to build.



## TRADES AND TECHNICAL PROGRAMS

### Report to BOG

Summer is fast approaching and with it brings a brief lull in the hustle and drive that is Trades and Technical programs. April brought to an end six apprenticeship programs in Heavy Mechanical Levels 1 & 2, Carpentry Levels 2 & 4, Electrical Level 4 and Plumbing Level 3. Two cohorts of the Automotive Service Technician Foundation wrapped up as well as the Coastal Forest Technology Diploma program (2<sup>nd</sup> year). In May Electrical Apprenticeships Levels 2 & 3 wrote their Skilled Trades SLE's along with Heavy Mechanical Levels 3 & 4 and the Furniture Design and Joinery students completed their program. There are still a few Apprenticeship programs that will be ending in June; Carpentry Level 1, Plumbing Level 2, two cohorts of Electrical Level 2 and the Professional Cook Level 2 and Trade Sampler students will be finished in the last week of the month.

This does not mean that Trades and Technical programs have come to a standstill. We have an Automotive Service Technician Level 2 starting June 15<sup>th</sup> and there are 2 Electrical Foundation programs along with Carpentry and Plumbing Foundations carrying over into July, Professional Cook Level 1 in Port Alberni and Welding Foundation (Campbell River) run into August and Heavy Mechanical Foundation continues until October.

Trades and Technical programs never truly stop, we just slow down enough to catch our breath and regroup for the next round of programming. Our commitment to our students is always front and center in everything we do and remains unchanged regardless of the term.

### *Exciting News!*

#### **NIC Trades Student Achieves National Gold at Skills Canada**

NIC, the Campbell River community, and the province of British Columbia are proud to recognize Heavy Mechanical student Nathan Munro for his exceptional achievement at the Skills Canada National Competition in Toronto.

Competing as a member of Team BC on the national stage, Nathan earned a Gold Medal, demonstrating the high level of technical skill, precision, and professionalism that define emerging leaders in the skilled trades. His success reflects both his individual dedication and the strength of NIC's applied, industry-aligned training.

Participation in competitions such as Skills Canada plays a critical role in advancing trades education. These events bring together top students from across the country, alongside industry representatives, national coaches, and post-secondary institutions, creating a highly competitive and collaborative environment that reflects current industry standards. Competitors are challenged to perform under pressure, applying their skills in real-world scenarios that mirror the expectations of the workplace. This exposure not only strengthens technical competencies, but also builds confidence, professional networks, and readiness for employment.

Nathan's achievement highlights the value of experiential learning and reinforces NIC's commitment to delivering applied training that prepares students for success in the workforce. The College congratulates Nathan on this outstanding accomplishment and looks forward to supporting his continued success.



### ***But Wait...There's More!***

#### **Advancing Trades Education Through Strategic Industry Investment**

NIC welcomed representatives from Highstreet, a BC-based real estate development company, to the Comox Valley Trades Training Centre. The visit marked an important milestone following the announcement of Highstreet's transformative 10-year, \$1-million investment through the NIC Foundation, supporting trades education and youth engagement. NIC's Trades department is leading the coordination and development of youth engagement initiatives aligned with this partnership, helping to increase awareness of trades pathways and create meaningful early exposure opportunities for young learners. Further details on these initiatives will be shared as planning progresses.

During their time on campus, Highstreet representatives engaged with members of the College's Leadership team, trades faculty, and Foundation staff, gaining firsthand insight into the breadth and depth of NIC's skilled trades programming. A guided tour of the facilities provided an opportunity to experience the learning environment in action, while meaningful conversations with plumbing and carpentry students and instructors highlighted the direct impact of industry-supported education. The visit showcased the high-quality, applied, hands-on training that prepares students for in-demand careers across the region. It also reinforced the critical role that sustained industry investment and engagement play in strengthening training capacity, modernizing learning environments, and expanding access for youth entering the trades.

This partnership represents more than financial support. It reflects a shared commitment to addressing workforce needs, inspiring the next generation of skilled trades professionals, and creating accessible pathways for young people to explore and succeed in trades careers. By connecting NIC students directly with industry partners, the College continues to build a responsive and future-focused trades ecosystem that benefits learners, employers, and the communities NIC serves.



***Have a great summer! We'll see you in September!***

**STUDENTS AND COMMUNITY ENGAGEMENT**

*Erin Kenny, Associate Director, Marketing and Future Students*

**NIC brand ecosystem wins national award**

North Island College’s Marketing and Future Students team has received a national graphic design award from the Association of Registered Graphic Designers (RGD), earning a Design Award of Merit for the college’s brand ecosystem. The award recognizes the comprehensive suite of brand tools developed by the team, including guidelines, icon libraries, editorial standards and templates that support consistent communications across the institution.

The award was presented at the DesignThinkers Conference in Vancouver on May 26, 2026, with NIC’s graphic designer, Marissa Johnson, accepting on behalf of the college. The RGD biennial competition received more than 250 submissions nationwide, with NIC’s project ranking among the top-scoring entries selected by a panel of industry leaders.

The recognized brand work was launched alongside NIC’s new accessible website in 2025 and has contributed to a



65 per cent increase in website engagement, along with notable growth in domestic applications. This recognition places NIC among leading organizations across sectors such as post-secondary education, health care and financial services, and highlights the strength of the college's brand strategy and in-house creative expertise.

### **NIC Fest 2027**

The 4th annual NIC Fest education and career festival was held in March across the Campbell River, Comox Valley and Port Alberni campuses. NIC's premier on-campus recruitment event welcomed nearly 1,000 prospective students, families, and community members, including high school groups from across the service region.

The events provided a comprehensive, hands-on introduction to the college experience, with attendees engaging directly with faculty, staff and alumni to explore program offerings, career pathways and student supports. Guided campus and housing tours, interactive demonstrations and open classrooms helped bring the student experience to life.

NIC Fest continues to be a cornerstone of the college's recruitment strategy, strengthening relationships with secondary schools and communities while increasing awareness of NIC's learning opportunities. It also underscores the impact of collaborative efforts across departments to deliver a welcoming, informative and high-quality prospective student experience.

### **Alumni network update**

NIC's Alumni Network continues to build momentum through increased engagement and participation across all campus communities. Over the past three months, alumni gatherings were successfully hosted in Campbell River and Port Alberni. Events included a bowling social in Campbell River and a networking gathering at Alberni Brewing Co. in Port Alberni, both of which were well attended and received positive feedback. Alumni expressed strong interest in continuing to connect locally and attending future events.

In May, the Alumni Network reached a significant milestone, surpassing 1,000 members. This achievement reflects steady growth since the network's launch in early 2024 and demonstrates increasing interest among graduates in maintaining an ongoing relationship with the college. There is also a notable rise in alumni interest in contributing to NIC through volunteerism and engagement opportunities. In March, eight alumni volunteered in support of NIC Fest across multiple campuses, and several alumni submitted applications to serve as convocation speakers for the upcoming 2026 ceremonies.

Together, these activities highlight the strengthening of NIC's alumni community and its growing role in supporting recruitment, events and institutional storytelling.

## Convocation 2026 Update

As North Island College prepares for its 2026 Convocation ceremonies, we are pleased to share strong participation from graduates across our regions. Below are the number of graduands who have confirmed their attendance at our five ceremonies:

- Campbell River (June 12): 74 registered graduands
- Comox Valley (June 15–16, three ceremonies): 325 registered graduands
- Port Alberni (June 17): 84 registered graduands



A significant milestone has also been achieved this year with the completion of Phase One of NIC's Convocation traditions documentation project. For the first time, information about the college's Convocation traditions has been formally documented and made publicly available at the bottom of [NIC's Convocation webpage](#). This initiative preserves and celebrates the traditions that make Convocation a meaningful and distinctive milestone for graduates, their families, and our communities.

Phase Two of this work is planned for implementation in December 2026 and will focus on the development of a dedicated Convocation website. The redesigned online presence will provide students, families, and guests with a more accessible, informative, and user-friendly experience. Planned features include:

- Graduation application and credential information
- 2027 Convocation dates and locations
- Credential ordering details
- Expanded stories, photographs, and information about NIC traditions, including our new regalia, paddle stand, and four ceremonial paddles
- Access to previous Convocation livestreams
- Alumni network information and opportunities for continued engagement
- A Convocation photo gallery celebrating graduates and ceremonies

The Registrar’s Office would also like to recognize and thank this year’s Convocation emcees for their professionalism, enthusiasm, and commitment to creating welcoming and memorable ceremonies:

- Naomi Tabata
- Ali Mayboudi
- Melanie Nagy
- Marisa Bennett



The Registrar’s Office looks forward to celebrating the achievements of our graduands alongside faculty, staff, Board members, families, Indigenous partners, and community supporters. Convocation remains one of the college’s most significant annual events, providing an opportunity to honor student success and recognize the collective contributions of all those who support learners throughout their educational journeys.





Report to: Acting President Tony Bellavia

Prepared by: Mez Jiwaji, Associate Director, Student Life & Housing

Date: June 1, 2026

## North Island College's Sexualized Violence Prevention and Response Report

This report covers the period from June 1, 2025 – May 31, 2026

### Executive Summary

North Island College (NIC) continues to advance its commitment to fostering a safe, respectful, and inclusive learning and working environment free from sexualized violence. This report provides an overview of NIC's implementation of Policy #3-34 during the 2025–2026 reporting period, including prevention and education initiatives, training, survivor supports, and institutional response practices. It also highlights key trends and emerging priorities that will inform future planning and policy review.

### Legislative Framework and Policy Context

NIC's work continues under the [Sexual Violence and Misconduct Policy Act \(SBC 2016\)](#), which requires all public post-secondary institutions in British Columbia to:

- Establish and implement a sexual misconduct policy that addresses prevention and response
- Maintain publicly accessible policies and procedures
- Review policies at least once every three years
- Consult with students and other prescribed groups during policy development and review
- Provide an annual report to the governing body on the implementation of the policy

At NIC, the [Sexualized Violence Prevention and Response Policy #3-34](#) was approved on September 28, 2023, and is scheduled for review in September 2026.

The policy affirms NIC's commitment to:

- A safe and secure environment free from sexualized violence
- Survivor-centred, trauma-informed responses

- Reducing barriers to disclosure and reporting
- Providing education, prevention, and support services

### **Evolving Provincial Legislative Context**

Provincial legislation continues to evolve in response to sector feedback and emerging best practices. In October 2025, [Bill 18: Sexual Violence Policy Act](#) passed third reading and once brought into force, will replace the Sexual Violence and Misconduct Policy Act.

The updated legislation strengthens expectations for post-secondary institutions by:

- Expanding the scope to include all members of the institutional community (students, employees, faculty, contractors, and volunteers)
- Requiring the establishment of advisory committees with student representation
- Enhancing consultation requirements during policy development and review
- Mandating the availability of sexual violence training for members of the institutional community
- Expanding annual reporting requirements, including summaries of responses, prevention efforts, and consultation activities, with a requirement for public access to reports
- Increasing transparency by enabling institutions to share information about interim measures and outcomes with survivors
- Establishing clear institutional objectives, including fostering a culture of consent and accountability, strengthening prevention efforts, and responding to the needs of individuals and groups disproportionately impacted by sexual violence

NIC continues to align its policies, practices, and reporting processes with this evolving legislative environment in advance of the 2026 policy review.

### **Governance, Committees, and Institutional Leadership**

Effective implementation of sexualized violence prevention and response efforts requires coordinated institutional leadership, cross-functional collaboration, and alignment with provincial initiatives. NIC continues to support sexualized violence prevention through institutional coordination and external engagement.

NIC's inter-departmental Sexualized Violence Education Team (SVET) leads education, training, and awareness initiatives and works to:

- Deliver workshops and campaigns
- Promote a culture of consent and bystander intervention
- Provide training aligned with best practices

- Support survivors and those impacted by sexualized violence

NIC also maintains representation on provincial advisory bodies and continues engagement with ministry-led initiatives and consultations to inform sector-wide improvements.

### **Student Perceptions of Sexualized Violence Survey**

The following section summarizes key findings from the provincial survey and highlights how NIC's results compare to broader sector trends.

The Student Perceptions of Sexualized Violence Survey is a province-wide initiative led by the Ministry of Post-Secondary Education and Future Skills to assess student perceptions of safety, prevalence of sexualized violence, awareness of supports, and confidence in institutional response across British Columbia's public post-secondary institutions.

The second iteration of the survey was administered between February and April 2025 by R.A. Malatest & Associates Ltd., in accordance with the Sexual Violence and Misconduct Policy Act. The provincial survey included 23,452 student responses across 25 institutions, with an overall response rate of approximately 10%. At North Island College, 2,177 students were invited to participate, with 230 valid responses (10.6% response rate), aligning closely with provincial participation levels.

### **Provincial Context and Trends**

Provincial findings reflect measurable progress since the 2022 survey cycle:

- 88% of students reported feeling safe from sexualized violence (up from 78% in 2022)
- The perceived frequency of sexualized violence decreased (from 40% identifying it as common in 2022 to 32% in 2025)
- Education continues to be primarily received prior to post-secondary, particularly through high school and family contexts

These trends indicate increasing awareness and improvements in perceived campus safety across the sector, while reinforcing the importance of sustained institutional engagement in prevention and education.

## North Island College Key Findings

### *Perceptions of Safety and Campus Climate*

Students at North Island College reported high levels of perceived safety across all forms of sexualized violence:

- 94% reported feeling safe from sexual assault including unwanted physical contact of a sexual nature
- 94% reported feeling safe from non-consensual sharing of intimate images
- 95% reported feeling safe from additional unwanted sexual behaviours

These findings exceed provincial averages and reflect a strong perception of campus safety.

At the same time, the survey highlights important equity considerations. Across the provincial dataset, equity-deserving groups, including gender-diverse students, Indigenous students, non-heterosexual students, and students with disabilities, reported lower perceptions of safety.

### *Perceived Prevalence of Sexualized Violence*

Students at NIC reported lower perceived frequency of harmful behaviours compared to provincial averages.

However, similar to provincial patterns:

- More nuanced forms of harm (e.g., sexualized comments or jokes) were perceived as more common than physical forms of violence
- This reinforces the importance of addressing culture, language, and everyday behaviours as part of prevention work

### *Confidence in Institutional Prevention and Response*

Students expressed strong confidence in NIC's prevention efforts and institutional response, with results consistently exceeding provincial benchmarks.

Notably:

- 80–86% of students agreed NIC is doing enough to prevent sexualized violence across categories
- Trust in institutional response was high, with:
  - 89–92% indicating NIC would take issues seriously, follow fair procedures, and provide support
  - 82–85% indicating confidence in appropriate accountability measures

These findings are reinforced by statistical comparisons showing significantly higher levels of trust at NIC than the provincial average in areas such as fairness of process, support provision, and accountability measures.

However, consistent with provincial findings, accountability measures remain the area with the lowest relative confidence, indicating a continued need to strengthen transparency and clarity in response processes.

### *Reporting Behaviour and Barriers*

Students indicated that they would most likely disclose incidents to:

- Friends or fellow students
- Partners or family members
- Campus supports and counsellors (at higher rates than the provincial average)

Key factors identified as increasing the likelihood of reporting included:

- Clear and accessible reporting procedures
- Safe, non-judgmental support environments
- Confidence in institutional accountability measures

These findings highlight the importance of peer-informed responses, visible processes, and trust-building measures.

### *Awareness, Education, and Training*

Students reported high levels of awareness of available resources:

- 88% indicated the college communicates clearly about supports
- 81% reported knowing where to access information and help

However, the survey identified a gap between awareness and participation in training:

- Over half of students reported no participation in formal sexualized violence training
- Training participation varied across years, with gaps present throughout the student lifecycle
- Fewer students indicated understanding the distinction between disclosure and formal reporting processes

At the same time, there is strong interest at NIC in future training:

- 81% expressed interest in responding to disclosures
- 80% in bystander intervention
- 72% in power dynamics and boundaries

### Implications for NIC Practice

Survey findings reinforce several key priorities for North Island College:

- Sustain and build on strong trust levels, particularly through transparent and consistent accountability processes
- Expand access to training, particularly early in the student lifecycle and across all years of study
- Strengthen education on disclosure vs. reporting pathways, ensuring clarity and accessibility
- Increase focus on digital and image-based sexualized violence, identified as a gap in prevention efforts
- Enhance culturally responsive and equity-informed approaches, given differing perceptions across student groups

The survey also confirms alignment with NIC's current direction, including:

- Expansion of Safer Campuses for Everyone training resources
- Continued peer-supported and skills-based programming
- Ongoing integration of trauma-informed, accessible, and inclusive practices

### **Education, Awareness, and Prevention Initiatives**

NIC delivers a range of education, awareness, and prevention initiatives aimed at fostering a culture of consent, supporting early intervention, and increasing access to information and supports related to sexualized violence. The following section outlines key institutional activities and highlights areas of impact and opportunity.

Programming includes orientation-based outreach, classroom engagement, campus awareness campaigns, peer-supported initiatives, skills-based workshops, and online training modules. These efforts are designed to provide students, faculty, and staff with practical knowledge and tools to recognize harm, respond to disclosures, and contribute to safer campus environments.

### Public Education Resource

The [Sexualized violence website](#) is a core component of NIC's prevention and response framework, ensuring that information is accessible to all members of the College community.

The website provides centralized access to:

- Options for disclosure and reporting, including confidential and formal pathways
- Available supports and services for students and employees

This online resource plays a key role in supporting students and employees to make informed decisions and access help when needed.

### [Sexualized Violence Training Resources](#)

In alignment with both current legislative requirements and anticipated provincial standards, NIC has expanded its training and education offerings through the “Safer Campuses for Everyone” suite of resources.

During the 2025–2026 reporting period, NIC expanded its asynchronous training offerings through Brightspace modules for both employees and students:

- Sexualized Violence: Safer Campuses for Everyone – Employee Edition (relaunched September 2025; 91 completions)
- Sexualized Violence: Safer Campuses for Everyone – Student Edition (launched September 2025; 30 participants to date)

These modules provide foundational education on:

- Consent and healthy relationships
- Responding to disclosures in a trauma-informed manner
- Bystander intervention strategies
- Institutional reporting pathways and available supports

### [Gender-Based Violence Awareness Month \(November 2025\)](#)

Activities included:

- Social media awareness campaign (estimated 50–220 engagements per post)
- Consent tabling across campuses
- Bystander intervention workshops
- 16 Days of Activism campaign

These activities highlighted that peer-led engagement and informal, dialogue-based approaches significantly increased participation and student comfort (in Comox Valley and Port Alberni). In contrast, lower engagement at the Campbell River campus suggests the presence of contextual barriers, including discomfort or perceived lack of safety, which require further attention.

### [Sexual Assault Awareness Month \(April 2026\)](#)

Due to the absence of a coordinated provincial campaign, NIC implemented a digital awareness initiative.

Activities included:

- Monday Memo outreach
- Promotion of asynchronous online training
- Resource sharing

This approach demonstrated the accessibility benefits of asynchronous delivery, while also highlighting challenges related to sustained engagement and completion. These findings indicate a need for additional strategies to support participation and completion in self-paced training.

### “Safer Campuses for Everyone” Workshop Series

NIC delivered a three-part workshop series:

- Learn: Consent and communication
- Act: Bystander intervention
- Support: Responding to disclosures

Content included:

- Legal and social definitions of consent
- Power dynamics and coercion
- Bystander intervention strategies (5Ds)
- Trauma-informed response to disclosures
- Referral pathways to supports

Workshops were interactive and included role-play and discussion scenarios tailored to NIC contexts.

Participation was modest but diverse:

- Included students, staff, faculty,
- Participants included members of other post-secondary institutions including College of the Rockies, Northern Lights College, and Selkirk College,
- Representation included international students, Kenyan teachers, and community participants

Key observations:

- Strong collaboration with Counselling
- Peer leadership (BSN student) supported outreach and engagement
- Workshops created structured spaces for dialogue and skill-building

**Disclosures and Reports**

NIC continues to receive disclosures and reports of sexual violence, primarily through Counselling, Student Life, and Human Resources.

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.

The following data reflects reported disclosures and incidents during the reporting period and is intended to provide insight into trends rather than represent the full scope of experiences within the college community.

**Table: Student Disclosures and Reports of Sexualized Violence by Campus**

*Note: Figures in brackets represent data from the previous reporting period (June 1, 2024 – May 31, 2025).*

Reporting Period	Port Alberni	Campbell River	Comox Valley	Mixalakwa	Total
Historical Cases	3 (1)	17 (11)	17 (9)	1 (2)	43 (23)
June 1, 2025 – May 31, 2026	2 (2)	6 (4)	5 (2)	0 (0)	14 (8)

Several key trends were observed during the reporting period:

- Increased disclosures, particularly of historical incidents
- Increased engagement following awareness and education initiatives
- Growing trust in institutional supports and response processes

It is important to note that not all disclosures result in formal investigations. All disclosures are supported through a trauma-informed, survivor-centred approach, and individuals retain choice in determining next steps.

## **Survivor Supports, Resources, and Institutional Response**

NIC provides a range of supports in alignment with Policy #3-34 to ensure timely, accessible, and coordinated responses for individuals impacted by sexualized violence. These supports include:

- Confidential counselling services
- Academic and workplace accommodations
- Safety planning and referral to community resources
- External supports (e.g., VictimLinkBC, crisis lines, cultural supports)

NIC's approach is guided by key principles outlined in policy, including:

- Survivor choice and autonomy
- Trauma-informed and culturally responsive practices
- Reducing barriers to disclosure and reporting
- Maintaining confidentiality, balanced with institutional safety obligations

NIC operates a “no wrong door” approach, meaning individuals may disclose through multiple entry points and will be connected to appropriate supports regardless of where they first seek assistance. This approach is intended to reduce barriers and ensure consistent, coordinated responses across the institution.

## **Alignment with BC Sexual Violence Action Plan**

The province has recently introduced a [Sexual Violence Action Plan](#) for post-secondary institutions, which establishes a coordinated framework to strengthen prevention and response efforts across British Columbia. The Action Plan outlines five priority areas and a series of actions intended to identify gaps, build on existing work, and enhance collaboration across the post-secondary sector.

NIC's current initiatives reflect strong alignment with these provincial priorities, while also positioning the institution to respond to emerging expectations as implementation of the Action Plan advances.

### **1. Lifting up Indigenous approaches**

- Recognition of the disproportionate impacts of sexualized violence on Indigenous communities
- Integration of culturally responsive and trauma-informed approaches
- Ongoing commitment to strengthening partnerships and approaches that reflect Indigenous perspectives and ways of knowing

### **2. Increasing prevention through awareness and training**

- Delivery of workshops, awareness campaigns, and online resources

- Promotion of consent, healthy relationships, and bystander intervention
- Expansion of accessible training opportunities, including asynchronous and skills-based learning

### 3. Improving institutional responses

- Implementation of trauma-informed, survivor-centred practices across response pathways
- Clear and accessible processes for disclosure and reporting
- Coordinated, cross-departmental approaches to support individuals impacted by sexualized violence

### 4. Improving data collection and reporting

- Annual reporting to the governing body on policy implementation
- Participation in provincial surveys and integration of findings into planning and program development
- Ongoing efforts to strengthen internal data tracking and consistency

### 5. Strengthening privacy and confidentiality

- Strong policy-based protections for confidentiality and information management
- Emphasis on survivor choice, autonomy, and control over information
- Balancing privacy with institutional responsibilities related to safety and response

NIC's current work reflects a proactive and coordinated approach to sexualized violence prevention and response, aligned with provincial direction and responsive to evolving legislative and policy expectations.

## **Policy Review and Consultation**

NIC continues to operate within a three-year policy review cycle, with the next review scheduled for September 2026. This review will occur within the context of evolving provincial legislation and policy direction, including recent updates under Bill 18 and the introduction of the Sexual Violence Action Plan.

The review process will include:

- Consultation with students and institutional stakeholders
- Consideration of provincial legislative updates and emerging sector standards
- Integration of trauma-informed, culturally responsive, and accessible practices

Emerging provincial direction places increased emphasis on:

- Establishing advisory committee structures with student representation
- Strengthening consultation processes and expectations
- Enhancing transparency and accountability in reporting

This review will provide an opportunity for NIC to align its policy and practices with these evolving expectations while continuing to build on existing strengths in prevention, response, and support.

### **Key Learnings and Next Steps (2026-2027)**

Several cross-cutting themes emerged from the 2025–2026 reporting period. These findings are informing NIC’s priorities for the coming year:

- Increased awareness is contributing to higher rates of disclosure, particularly of historical incidents, highlighting the importance of continued education and visibility of supports
- Peer-led engagement has proven effective in increasing comfort and participation, supporting the expansion of peer-based education models
- Asynchronous training improves access but presents challenges for completion, indicating a need for stronger engagement strategies and participation incentives
- Engagement varies across campuses, with targeted approaches required to support participation in lower-engagement locations
- Students consistently value practical, skills-based learning and opportunities for open dialogue, reinforcing the need for applied training approaches

In response to these findings, NIC will prioritize the following areas in 2026–2027:

- Increasing engagement strategies in lower-participation campuses
- Expanding peer-led education models
- Strengthening participation strategies and incentives for training
- Integrating provincial training resources (BCcampus/ISV)
- Enhancing data collection and reporting consistency
- Preparing for the 2026 policy review

**SUMMARY OF THE CANDIDATES FOR:  
THE PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE, GOVERNOR GENERAL ACADEMIC MEDAL  
& LIEUTENANT-GOVERNOR’S MEDAL ~ 2025/2026**

June 2026

**GOVERNOR GENERAL ACADEMIC MEDAL**

To be confirmed.		Campus:
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**LIEUTENANT-GOVERNOR’S MEDAL PROGRAM FOR INCLUSION, DEMOCRACY AND RECONCILIATION**

Chris Callahan	Bachelor of Business Administration - Management	Campus: CV
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**PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE**

**Certificate Program**

**GPA**

Fallon Hayter	Engineering Foundations Certificate	Campus: CV
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**AWARD GRADE METHOD**

Rebecca Barker	Human Services – Ed Assistant/Comm Support, Indigenous Focus	Campus: Digital
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**Diploma Program**

**GPA**

Max Craft	Tourism & Hospitality Management Post Grad Diploma – Tourism Management	Campus: CV
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**AWARD GRADE METHOD**

To be confirmed.		Campus:
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**University Studies**

Spencer Vallintine	University Studies	Campus: CV
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**Adult Basic Education**

Annie Tomei	Adult Basic Education	Campus: CV
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**Bachelor Degree Programs**

**GPA**

Emily Deering	Bachelor of Business Administration - Management	Campus: CV
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**AWARD GRADE METHOD**

Rowan Williamson	Bachelor of Science in Nursing	Campus: CV
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## Commonly Used Acronyms

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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