



## NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING

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

Thursday, February 5, 2026 @ 1:00 pm

### AGENDA

	TOPIC	ATTACHMENT	ACTION
<b>0.</b>	<b>NISU DELEGATION – TO BE CONFIRMED</b>		
<b>1.</b>	<b>CALL TO ORDER</b>		
1.1	Acknowledgement of First Nations Traditional Territory		To acknowledge
1.2	<a href="#">Declaration of Possible Conflict of Interest</a>		To declare
1.3	Adoption of Roberts Rules of Order		To adopt
1.4	Adoption of Agenda		To adopt
<b>2.</b>	<b>CONSENT AGENDA</b>		
2.1	Minutes of the Regular Board Meeting of October 2, 2025	✓	To approve
2.2	Executive Committee Regular Minutes, November 24, 2025	✓	Information
2.3	Executive Committee Regular Minutes, January 22, 2026	✓	Information
2.4	Executive Committee Regular Minutes, January 26, 2026	✓	Information
2.5	Governance and Board Development Committee Minutes, November 24, 2025	✓	Information
2.6	Governance and Board Development Committee Minutes, January 22, 2026	✓	Information
2.7	Finance and Audit Committee Regular Minutes, November 21, 2025	✓	Information
2.8	Finance and Audit Committee Regular Minutes, January 23, 2026	✓	Information
2.9	Correspondence and Information (Agenda item #5)	✓	Information
<b>3.</b>	<b>REPORTS ON STRATEGIC ACTIVITIES</b>		
3.1	President		
3.1.1	BUILD 2026 Strategic Plan and Year 5 Report 1 Dashboard	✓	Information
3.2	Vice President, Finance and College Services		
3.2.1	Third Quarter FY 25/26 Financial Statements	✓	Information

3.3	Chair, Education Council		
3.3.1	Education Council Report	✓	Information
<b>4.</b>	<b>BOARD BUSINESS</b>		
4.1	Bylaw No. 4 – Domestic Tuition and Fee Bylaw	✓	To approve
4.2	Bylaw No. 6 – International Tuition and Fee Bylaw	✓	To approve
4.3	2025/26 Fiscal Year Credit Enrolment Report (at Winter Term Stable Enrolment Date)	✓	Information
4.4	Strategic Planning – Recommendation to Pause	✓	To approve
4.5	Expedited Program Impact Assessment Outcomes – Programs Recommended for Suspension	✓	To approve
<b>5.</b>	<b>INFORMATION (<i>attachments</i>)</b>		
5.1	North Island College Mandate Letter, June 10 <sup>th</sup> , 2025	✓	
5.2	Institutional Accountability Plan & Report (IAPR) Letter, January 26, 2026	✓	
5.3	Provincial Review of Public Post-secondary Institutions – News Release, November 25, 2025	✓	
5.4	Modernizing the Public Post-secondary Education Sector in British Columbia: A Review of Sector Sustainability – Terms of Reference	✓	
5.5	Letter to College Community from President Domae re: Provincial Post-Secondary Review, November 25, 2025	✓	
5.6	Board Schedule and Workplan (2025-2026)	✓	
5.7	College Highlights Report, February 2026	✓	
5.8	Commonly used acronyms	✓	
5.9	<a href="#">Link to Board bylaws</a>		
<b>6.</b>	<b>NEXT MEETING DATES</b>		
6.1	Regular Meeting – Thursday, April 16, 2026, Mixalakwa Campus Region (TBC)		
<b>7.</b>	<b>ADJOURNMENT</b>		

**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  
M. Erickson, Faculty Representative  
J. Jack, Community Member, Port Alberni Region  
B. Johnson, Community Member, North Island Region  
R. Kishi, Community Member, Comox Valley Region  
J. Langille, Community Member, Comox Valley Region, Vice Chair  
N. Shaikh, Support Staff Representative  
C. Stavness, Community Member, Comox Valley Region  
V. White, Community Member, Port Alberni Region  
J. Whitehead, Student Representative  
A. Ankit, Student Representative

**ABSENT**

C. Moglove, Community Member, Campbell River Region  
B. Turner, Community Member, Comox Valley Region

**ALSO PRESENT**

M. Allison, Director, College Governance & Strategy  
T. Bellavia, Vice President, Academic  
K. Crewe, Associate Vice President, People, Equity & Inclusion  
C. Fowler, Vice President, Finance & 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  
W. Skulmoski, Director, Institutional Research & Planning

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**1. CALL TO ORDER**

N. Arsenault called the meeting to order at 1:03 p.m.

**1.1 Acknowledgement of First Nations Traditional Territory**

N. Arsenault recognized the Hupacasath and Tseshah First Nations, on whose unceded territories the Board of Governors was gathered.

N. Arsenault expressed that NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuw-chah-nulth, Kwakwaka'wakw, and Coast Salish traditions, on whose unceded territories the College's campuses are situated.

## **1.2 Welcome Board of Governors New Members**

N. Arsenault welcomed newly elected student representatives Justin Whitehead and Ankit Ankit to their first meeting as Board members.

## **1.3 Oath of Appointment**

All Board members completed the annual Oath of Appointment.

## **1.4 Declaration of Possible Conflict of Interest**

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

## **1.5 Declaration of Confidential Space**

All Board members confirmed that they were in a confidential space and that no recording devices were in use.

## **1.6 Election of Chair**

N. Arsenault asked L. Domae to lead the election of the Board Chair. L. Domae thanked N. Arsenault and called for nominations for the Board of Governors Chair for a one-year term of October 2025 to September 2026.

S. Does nominated N. Arsenault as Board of Governors Chair. J. Jack seconded this nomination. N. Arsenault accepted the nomination.

L. Domae called a second time for nominations for the Board of Governors Chair. No further nominations were received. L. Domae called a third time for nominations for the Board of Governors Chair. No further nominations were received.

L. Domae declared the nominations closed and announced N. Arsenault as Chair of the North Island College Board of Governors for the period of October 2025 to September 2026. L. Domae noted that N. Arsenault has been serving as Acting Chair since July 31<sup>st</sup>, 2025, and thanked her for her time and effort during the interim period.

L. Domae asked N. Arsenault to resume chairing the meeting and the election of the Vice-Chair.

## **1.7 Election of Vice Chair**

N. Arsenault called for nominations for the Board of Governors Vice Chair for a one-year term of October 2025 to September 2026.

S. Does nominated J. Langille as the Board of Governors Vice Chair. C. Stavness seconded this nomination. J. Langille accepted the nomination.

N. Arsenault called a second time for nominations for the Board of Governors Vice Chair. No further nominations were received. N. Arsenault called a third time for nominations for the Board of Governors Vice Chair. No further nominations were received.

N. Arsenault declared the nominations closed and announced J. Langille as Vice Chair of the North Island College Board of Governors for the period of October 2025 to September 2026.

### **1.8 Adoption of Agenda**

**Moved V. White/ Seconded J. Jack: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF OCTOBER 2<sup>nd</sup>, 2025, AS PRESENTED.**

**Motion carried**

## **2. CONSENT AGENDA**

### **2.1 Minutes of the Regular Meeting of June 19<sup>th</sup>, 2025**

### **2.2 Minutes of the Executive Committee Meeting of September 15<sup>th</sup>, 2025**

### **2.3 Minutes of the Governance & Board Development Committee Meeting, September 15<sup>th</sup>, 2025**

### **2.4 Minutes of the Finance & Audit Committee Meeting, September 22<sup>nd</sup>, 2025**

**Moved V. White/ Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF OCTOBER 2<sup>nd</sup>, 2025.**

**Motion carried**

## **3. BOARD BUSINESS**

### **3.1 Revised Budget 2025/2026**

C. Fowler presented the revised budget for the 2025-2026 fiscal year, which was approved by the Board of Governors at a Special Closed Meeting on September 5<sup>th</sup>, 2025. He noted that the FY 2025-2026 budget was initially approved by the Board on April 17<sup>th</sup>, 2025. However, between April and August 2025, regulation changes from Immigration, Refugee and Citizenship Canada (IRCC) as well as severe study permit delays and denials had a more significant impact on the College than anticipated.

J. Langille noted that budgets are based on estimates and the budget passed on April 17<sup>th</sup> was based on the best estimates available at that time, with the revised budget based on the best information available as of September 5<sup>th</sup>, 2025.

C. Fowler added that the 2026/2027 projection is included for information and subject to change, such as from international enrolments.

### **3.2 Program Cancellations**

As per Policy 3-20, Suspension, Relocation or Cancellation of Academic Credential Programs, and the College and Institute Act, Vice President Academic T. Bellavia brought forward the following programs for Board approval of cancellation:

- Tourism and Hospitality Management Certificate
- Tourism and Hospitality Management Diploma - Hospitality Management Option
- Tourism and Hospitality Management Diploma – Tourism Management Option
- Tourism and Hospitality Management – Post Graduate Certificate
- Tourism and Hospitality Management – Post Graduate Diploma

- Tourism and Hospitality Management Diploma – Adventure Guiding Option
- Computer Information Systems Certificate (CIS)
- Metal Jewellery Design Certificate
- Computing Accounting Assistant Certificate (CAAC)
- Administrative Assistant Certificate (AAC)
- Aircraft Structures Technician Certificate

T. Bellavia noted that consultation and discussion on these cancellations was brought to the Leadership Team on September 9<sup>th</sup>, 2025, and the Education Team on September 10<sup>th</sup>, 2025. On September 12<sup>th</sup>, 2025, the Education Council advised, voted on and passed motions to recommend the listed programs for cancellation by the Board of Governors.

The Board had a fulsome discussion of the rationale of cancellation for each program. T. Bellavia provided additional information from an academic perspective regarding student demand and enrolment, and how cancellation decisions were made in relation to the College's Mandate Letter to review all programming. Education Council Chair, A. Brady provided additional context of the Education Council perspective for each program.

**Moved J. Jack/ Seconded V. White: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE CANCELLATION OF THE FOLLOWING PROGRAMS, EFFECTIVE FALL 2026:**

- **TOURISM AND HOSPITALITY MANAGEMENT CERTIFICATE**
- **TOURISM AND HOSPITALITY MANAGEMENT DIPLOMA - HOSPITALITY MANAGEMENT OPTION**
- **TOURISM AND HOSPITALITY MANAGEMENT DIPLOMA – TOURISM MANAGEMENT OPTION**
- **TOURISM AND HOSPITALITY MANAGEMENT – POST GRADUATE CERTIFICATE**
- **TOURISM AND HOSPITALITY MANAGEMENT – POST GRADUATE DIPLOMA**
- **TOURISM AND HOSPITALITY MANAGEMENT DIPLOMA – ADVENTURE GUIDING OPTION**
- **COMPUTER INFORMATION SYSTEMS CERTIFICATE (CIS)**
- **METAL JEWELLERY DESIGN CERTIFICATE**
- **COMPUTING ACCOUNTING ASSISTANT CERTIFICATE (CAAC)**
- **ADMINISTRATIVE ASSISTANT CERTIFICATE (AAC)**
- **AIRCRAFT STRUCTURES TECHNICIAN CERTIFICATE**

**Motion carried**

### **3.3 Strategic Planning**

M. Allison outlined that the College is developing its next strategic plan, which will guide the decisions and policies that shape North Island College's future. In the coming months, the Board will move through key planning sessions to understand the environmental context and help shape the College's vision for the future.

As part of this process, the Institutional Research and Planning team, led by W. Skulmoski, has developed a new Environmental Scan, which is a detailed document to help examine trends and changes in relation to the College's future.

M. Allison encouraged everyone to participate in the publicly posted Strategic Planning survey and noted that further information and strategic planning consultations with community partners, staff, faculty and students will follow.

### **3.4 Draft Agendas – Board of Governors Strategic Sessions, Thursday October 23<sup>rd</sup> and Friday October 31<sup>st</sup>, 2025**

M. Allison reviewed the draft agendas for the Board Strategic Sessions, which will be held on Thursday October 23<sup>rd</sup> and Friday October 31<sup>st</sup>, 2025.

### **3.5 Board Members Roundtable**

The Board members had a brief roundtable, and shared highlights including the opening of tul'al'twx Student Housing on September 19<sup>th</sup>, the Union of British Columbia Municipalities (UBCM), committee meetings and looking forward to the strategic planning process.

## **4. REPORTS ON STRATEGIC ACTIVITIES**

### **4.1 President**

#### **4.1.1 President's Report**

L. Domae thanked T. Bellavia for his support as Acting President during her research leave. She noted that due to the current circumstances the College is experiencing, past Chair Patricia Trasolini approved L. Domae to carry over two months of administrative leave to a future date. L. Domae updated the Board on her activities and the outcomes of her administrative leave, which included the Japanese Canadians on Vancouver Island research project and supporting the College's Office of Global Engagement by developing NIC's capacity-building international agreements.

L. Domae also updated the Board of her progress on her 2025-2026 President's Goals, Objectives and Targets, which includes seven primary goals.

*R. Kishi left the meeting at 2:29 p.m.*

### **4.2 Vice President, Finance and College Services**

#### **4.2.1 Financial Information Act Report (SOFI)**

C. Fowler reviewed the Financial Information Act Report, including the Statement of Financial Information (SOFI), which all institutions are required to report. C. Fowler reviewed the key reports, which include the following:

- Report detailing all employees earning more than \$75,000.00
- Report detailing amounts paid to suppliers of goods and services over \$25,000.00
- Schedule of Guarantees and Indemnity agreements
- NIC's audited financial statements (approved by the Board on June 19, 2025)

J. Langille noted that this report was recommended for Board approval by the Finance & Audit Committee at their September 22<sup>nd</sup> meeting.

**Moved J. Langille/ Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INFORMATION PREPARED BY THE COLLEGE FOR THE YEAR ENDED MARCH 31, 2025, AS REQUIRED UNDER THE FINANCIAL INFORMATION ACT.**

**Motion carried**

#### **4.2.2 NIC Five Year Capital Plan Priorities**

C. Fowler reviewed the College's Five-Year Capital Plan Priorities, which are classified into four categories:

**1. New Priority Investments:**

- Comox Valley Health Sciences Building
- Port Alberni Trades Training Centre (at Rogers St. Campus)
- Campbell River Future Ready Innovation Centre

**2. Student Housing Projects:**

- Port Alberni Student Housing
- Campbell River Student Housing

**3. Routine Capital Projects:**

- Comox Valley Warehouse Renovation
- Security Camera Infrastructure (Multi-Campus)
- Roof Replacement (Campbell River)
- Welding Fume Extraction (Campbell River)
- Replace Air Handling Units (Comox Valley)
- Paving Access Road (Campbell River)

**4. Carbon Neutral Projects:**

- Replacement of Fluorescent Lighting (Multi-Campus)

C. Fowler noted that this report is updated and submitted on an annual basis and was recommended for Board approval by the Finance & Audit Committee at their September 22<sup>nd</sup> meeting.

**Moved J. Langille/ Seconded S. Dore: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FIVE-YEAR CAPITAL PLAN (FY 26/27 to 30/31) FOR FINAL SUBMISSION TO THE MINISTRY.**

**Motion carried**

#### **4.2.3 Fiscal Year 2025/26 First Quarter Financial Statements**

C. Fowler reviewed the fiscal year 2025-2026 first quarter financial statements, which includes April-June 2025.

### **4.3 Vice President Academic**

#### **4.3.1 Fiscal Year 2025/26 Enrolment Report**

W. Skulmoski, Director, Institutional Research and Planning, presented the Fiscal Year 2025/26 Enrolment Report, and explained that this report is generated at the fall term stable enrolment date and provides a point in time comparison to the same date of the previous year. W. Skulmoski noted that as of the 2025 stable enrolment date (September 11<sup>th</sup>, 2025) total headcount is down 8%, international headcount is down 32% and domestic headcount is down 1%. He added that these



numbers align with trends across post-secondary institutions. W. Skulmoski also highlighted the variability of one-time funding, which has produced a downward trend in this area.

In response to a question about the decline in Indigenous Education, W. Skulmoski explained that international students had been enrolled in Indigenous specific courses as electives, and therefore the decline in international enrolment has also affected program enrolment in Indigenous Education.

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

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

A. Brady reported the results of the Education Council elections, and noted that she also met with A. Definney, M. Allison and E. Haagerup to revise recruitment methods for student elections to both the Board of Governors and Education Council, which resulted in strong student applications for both groups.

#### **5. INFORMATION (attachments)**

The Board received the following information items:

- 5.1 Board Workplan 2025/2026
- 5.2 College Highlights – October 2025
- 5.3 146207 – NIC - Appointment Letter to B. Johnson
- 5.4 146207 – NIC – Appointment Letter to B. Turner
- 5.5 146207 – NIC – Thank you Letter to P. Trasolini
- 5.6 146207 – NIC – Thank you Letter to V. Puetz
- 5.7 Commonly used acronyms
- 5.8 Link to Board bylaws and policies

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

- 6.1 Thursday October 23<sup>rd</sup> and Friday October 31<sup>st</sup>, 2025: Board Strategic Sessions – Comox Valley Campus (Board members only)
- Regular Meeting – Thursday, December 4, 2025, Campbell River Campus

#### **7. ADJOURNMENT**

**MOVED S. Does/ SECONDED J. Whitehead: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF OCTOBER 2<sup>nd</sup>, 2025.**

**Motion carried**

Time: 2:55 p.m.

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N. Arsenault, Chair

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



North Island College Board of Governors  
February 5, 2026

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

**AGENDA ITEM:**                      **Regular Meeting**  
**2.2     Executive Committee Regular Meeting Minutes of**  
**November 24, 2025**

Committee members Nancy Arsenault (Chair), Shelley Does, Jerad Langille, Corinne Stavness and Lisa Domae, President met on November 24<sup>th</sup>, 2025 with Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

**Territorial Acknowledgment**

N. Arsenault called the meeting to order at 2:16p.m. and acknowledged that the meeting was being held in the traditional territories of the combined 35 First Nations of the Nuuchah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**Adoption of Agenda**

The committee adopted the agenda as presented.

**Committee Business**

Draft Regular Board Meeting Minutes, October 2, 2025

The Executive Committee reviewed the regular Board meeting minutes of October 2<sup>nd</sup>, 2025 with no amendments.

Upcoming Board of Governors Meeting – December 4<sup>th</sup>, 2025

The Executive Committee reviewed the draft agenda and discussed the upcoming Board of Governors meeting, scheduled for December 4<sup>th</sup>, 2025. The Committee agreed that due to availability and limited agenda items, the Board of Governors Meeting of December 4<sup>th</sup>, 2025 would be cancelled, and any agenda items deferred to the next Board meeting, scheduled for February 5<sup>th</sup>, 2026.

**Moved: N. Arsenault / Seconded: S. Does: That the Executive Committee agreed to cancel the Board of Governors meeting scheduled for December 4, 2025 and defer any agenda items to the next Board meeting, scheduled for February 5, 2026.**

**Motion carried**

Delegation Request

The Executive Committee reviewed a delegation request received from the North Island Students Union (NISU).

*Decision: The Executive Committee approved the delegation request as presented and agreed to defer the NISU delegation presentation to the next Board of Governors meeting, scheduled for February 5<sup>th</sup>, 2026.*

Executive Committee SharePoint review

E. Haagerup provided an update on the Executive Committee SharePoint site, which will be utilized for all meeting materials and agenda packages.

**Next meeting dates:**

The Executive Committee's next meeting is scheduled for Thursday January 22, 2026.

The regular meeting was adjourned at 2:23p.m.



North Island College Board of Governors  
February 5, 2026

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

**AGENDA ITEM:**

**Regular Meeting**

**2.3 Executive Committee Regular Meeting Minutes of January 22, 2026**

Committee members Nancy Arsenault (Chair), Shelley Does, Jerad Langille, Corinne Stavness and Lisa Domae, President & CEO met on January 22, 2026 with Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

**Territorial Acknowledgment**

J. Langille, Vice Chair, called the meeting to order at 10:48a.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 Daily Schedule, February 5, 2026

The Executive Committee reviewed the daily schedule for the February 5, 2026 Board meeting and provided amendments.

*N. Arsenault joined the meeting at 10:55a.m.*

Draft Regular Board Agenda, February 5, 2026

The Executive Committee reviewed the draft agenda for the February 5, 2026 Board meeting and provided amendments.

*N. Arsenault left the meeting at 11:00a.m.*

Correspondence for February 5, 2026 Board Meeting

The Executive Committee reviewed the correspondence received up to January 21, 2026. The Committee agreed that this correspondence should be shared with the full Board of Governors, with the provision that the materials are not to be circulated or shared to protect privacy.

#### Delegation Requests for February 5, 2026 Board Meeting

The Executive Committee reviewed the 19 delegation requests received for the February 5, 2026 Board meeting and evaluated the delegation requests as per the Board Governance Manual Section 6.6 Presentations to the Board.

The Committee agreed that as the deadline for submission was January 21, 2026 at end of day, the 19 delegation requests received up until January 21, 2026 would be accepted. Additional delegation requests received after this date would not be accepted.

Final decisions about delegations will be made at the January 26, 2026 Executive Committee meeting.

#### Venue & Logistics for February 5, 2026 Board Meeting

The Executive Committee had a fulsome discussion on the most appropriate venue for the February 5 Board meeting that would meet technology requirements, fire regulations for room capacity, and public viewing.

Final decisions will be made at the January 26, 2026 Executive Committee meeting.

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

The Executive Committee's next meeting is scheduled for Monday January 26, 2026.

The regular meeting was adjourned at 11:59a.m.

**AGENDA ITEM:**                      **Regular Meeting**  
**2.4     Executive Committee Regular Meeting Minutes of January**  
**26, 2026**

Committee members Nancy Arsenault (Chair), Shelley Does, Jerad Langille, Corinne Stavness and Lisa Domae, President & CEO met on January 26, 2026 with Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

**Territorial Acknowledgment**

N. Arsenault called the meeting to order at 6:30p.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**

Education Council Advice

The Executive Committee reviewed the advice received from Education Council and agreed that the correspondence between the Board Chair and Education Council Chair on this matter and the advice will be included in the Regular Board agenda package of February 5<sup>th</sup>, 2026.

Delegation Forum, February 4<sup>th</sup>, 2026

The Executive Committee reviewed and accepted nineteen delegation requests and had a fulsome discussion on how to accommodate all nineteen delegations.

*Decision: The Board of Governors will host a Delegation Presentations to the Board of Governors session on Wednesday February 4<sup>th</sup>, 2026 from 12:00-4:00p.m.*

*Decision: The Executive Committee reviewed and approved the Delegation Procedures as amended.*

Correspondence for February 5, 2026 Board Meeting

The Executive Committee discussed correspondence received regarding the February 5<sup>th</sup> Board meeting and agenda. The Committee agreed that this correspondence should be shared with the full Board of Governors, with the provision that the materials are not to be circulated or shared to protect privacy.

*Decision: The Executive Committee agreed that for correspondents who provide their consent, a list of correspondence received by the agenda publication deadline will be included in the Regular Agenda package. Correspondence received without consent or late for inclusion on the agenda will still be confidentially shared with Board members for their review.*

#### February 5<sup>th</sup> Board Meeting Venue & Logistics

The Executive Committee had a fulsome discussion on the most appropriate venue for the February 5<sup>th</sup> Board meeting that would meet technology requirements, safety and security, fire regulations for room capacity, and public viewing.

*Decision: The Executive Committee agreed that the February 5<sup>th</sup> Board meeting would be held in the KMX 146 Boardroom at the Comox Valley Campus and that Board members would be able to attend virtually or in person. The Executive Committee agreed that gallery members/observers can attend virtually via Microsoft Teams.*

#### Draft Daily Schedule for Board of Governors, February 5<sup>th</sup>, 2026

The Executive Committee reviewed the daily schedule for the February 5, 2026 Board meeting and approved the Daily Schedule with provided amendments.

#### Draft Regular Board Meeting Agenda, February 5<sup>th</sup>, 2026

The Executive Committee reviewed the draft Regular Meeting Agenda for the February 5, 2026 Board meeting and provided amendments.

*Decision: The Executive Committee agreed that the NISU Student Delegation (deferred from the cancelled December 4<sup>th</sup>, 2025 Board meeting) will be invited to present at the beginning of the February 5<sup>th</sup> Board meeting. The delegation will be allocated 3 minutes to present and 2 minutes for clarification questions from the Board.*

*Decision: The Executive Committee reviewed two agenda additions requested by a Board member and declined the agenda items. J. Langille to follow up with the Board member and inform them of the Executive Committee's decision.*

*Decision: The Executive Committee approved the draft Regular Board Meeting Agenda with the recommended amendments.*

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

The Executive Committee's next meeting is scheduled for Thursday April 2<sup>nd</sup>, 2026.

The regular meeting was adjourned at 7:22p.m.

**AGENDA ITEM: Regular Meeting**

**2.5 Governance and Board Development Committee Meeting  
Minutes of November 24, 2025**

Committee members Shelley Does (Chair), Nancy Arsenault, Vicky White, Justin Whitehead and Ankit Ankit met on November 24<sup>th</sup>, 2025 with Lisa Domae, President & CEO and staff Melanie Allison, Director, College Governance & Strategy, and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

John Jack sent regrets.

**Territorial Acknowledgment**

S. Does called the meeting to order at 2:32p.m. and acknowledged that the meeting is being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**Adoption of Agenda**

The Committee adopted the agenda as presented.

**Committee Business**

Board Governance Manual

The Governance & Board Development Committee conducted a thorough review of the Board Governance Manual and composed a list of proposed amendments to review at their next meeting.

Governance & Board Development Committee SharePoint site

E. Haagerup provided an update on the Governance and Board Development Committee SharePoint site, which will be utilized for all meeting materials and agenda packages.

**Information**

- [Governance Manual](#)

**Next meeting dates:**

The Governance & Board Development Committee's next meeting is scheduled for Thursday January 22, 2026.

The meeting was adjourned at 4:12p.m.



**AGENDA ITEM: Regular Meeting**

**2.6 Governance and Board Development Committee Meeting  
Minutes of January 22, 2026**

Committee members Shelley Does (Chair), Nancy Arsenault, Justin Whitehead and Ankit Ankit met on January 22, 2026 with Lisa Domae, President & CEO, Melanie Allison, Director, College Governance & Strategy, Sabrina Yeudall, Manager, Employee Relations and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

John Jack and Vicky White sent regrets.

**Territorial Acknowledgment**

S. Does called the meeting to order at 9:03a.m. and acknowledged that the meeting was being held in the traditional territories of the combined 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

**Adoption of Agenda**

The Committee adopted the agenda as presented.

**Committee Business**

Board Governance Manual

The Governance & Board Development Committee reviewed the summary of amendments proposed at the November 24, 2025 meeting.

M. Allison summarized the proposed amendments and noted that as the governance manual is being utilized more frequently, additional changes may be necessary. M. Allison explained that the next step is a review of the proposed amendments for clarity and accuracy, as well as a review of other Board Governance Manuals to inform areas of improvement.

*Decision: M. Allison and E. Haagerup to draft updated Governance Manual with proposed amendments, ensure amendments align with legal, governance and relevant legislation, and bring this item to the next Governance & Board Development Committee meeting, scheduled for April 2<sup>nd</sup>, 2026.*

A. Ankit left the meeting at 9:14a.m.

### Conflict of Interest Process Review

The Governance Committee reviewed the conflict-of-interest process and its application at Board of Governors meetings.

The Committee had a fulsome discussion of conflict of interest, particularly in relation to issues identified by elected Board members. The Committee reviewed Board Bylaw 2. Board Code of Conduct and Conflict of Interest and discussed the clause that states: *“because of the unique position of Elected Board Members, there will be situations where the conflicts are significant enough to require that they be excluded from discussion or voting”*.

It was also noted that conflict of interest is determined on a case-by-case basis, and that actual, potential and apparent conflicts of interest carry equal weight. The Committee noted that conflict of interest also protects the individual. The Committee discussed how draft conflict of interest protocols and processes could support this process in the future.

Board members who have questions about the conflict-of-interest process are asked to contact the Board Chair.

### **Information**

- [Governance Manual](#)

### **Next meeting dates:**

The Governance & Board Development Committee’s next meeting is scheduled for Thursday April 2, 2026.

The meeting was adjourned at 10:34a.m.



North Island College Board of Governors  
February 5, 2026

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

**AGENDA ITEM:**                      **Regular Meeting**  
**2.7      Finance & Audit Committee Regular Meeting Minutes,**  
**November 21, 2025**

Committee members Jerad Langille (chair), Roger Kishi, Brenda Johnson, Bruce Turner and Claire Moglove met on November 21, 2025 with Colin Fowler, Vice President, Finance & College Services and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

Board Chair Nancy Arsenault also attended the meeting.

Kathleen Kuhnert, Vice President, Students & Community Engagement, and Sue Fleck, Director, Finance, attended the meeting as guests.

**1. Territorial Acknowledgment**

J. Langille called the meeting to order at 3:06p.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.

1.1 Election of Vice Chair

J. Langille called for nominations for the Finance & Audit Committee Vice Chair. R. Kishi volunteered to accept this position and was supported by the other members of the committee. J. Langille appointed R. Kishi as Vice Chair of the Finance & Audit Committee by acclamation.

**2. Adoption of Agenda**

The committee adopted the agenda as presented.

**3. Committee Business**

3.1 Bylaw No. 4 – Domestic Tuition and Fee Bylaw

C. Fowler and K. Kuhnert presented Bylaw No. 4 and recommended a 2% increase to domestic tuition and mandatory fees. J. Langille noted that as per the Ministry of Post-Secondary Education and Future Skills (PSFS) tuition limit policy, domestic tuition increases are capped at 2%.

The Committee had a fulsome discussion of the implications of a 2% increase in domestic tuition and noted that the operational cost of programming is increasing more than 2% per year. The Committee

acknowledged that North Island College already has lower domestic tuition rates compared to other post-secondary institutions in the province.

**Moved: R. Kishi / Seconded: B. Turner: That the Finance & Audit Committee reviewed and recommend Bylaw No. 4, 2026-2027 Domestic Tuition and Fee Bylaw (Schedule A & B) which includes a 2% increase to domestic tuition and mandatory fees with the exception to the Employment Transition Programs to the Board of Governors for approval.**

**Motion carried**

### 3.2 Bylaw No. 6 – International Tuition and Fee Bylaw

C. Fowler and K. Kuhnert presented Bylaw No. 4 and recommended a 2% increase to domestic tuition and mandatory fees. J. Langille noted that there is no tuition limit policy for international tuition and fees. C. Fowler and K. Kuhnert reviewed the impact of a 3% increase for both international students and for operational costs of the institution and the Office of Global Engagement. K. Kuhnert also reviewed a comparison of proposed international tuition increases at other post-secondary institutions to provide market context.

The Committee had a fulsome discussion of the implications of increasing international tuition and fees by 3%, including the financial impact on students. C. Fowler noted that predictability is important for students, and a 3% increase was previously approved for the 2025-2026 academic year. The Committee noted that international tuition historically costs more than domestic tuition, and North Island College tuition rates are lower than other post-secondary institutions.

**Moved: C. Moglove / Seconded: B. Turner: That the Finance & Audit Committee reviewed and recommend Bylaw No. 6, 2026-2027 International Tuition and Fee Bylaw (Schedule A & B) which includes a 3% increase to international tuition and mandatory fees.**

**Motion carried**

### 3.3 Second Quarter FY 25/26 Financial Statements

C. Fowler presented the second quarter fiscal year 2025-2026 Financial Statements, which show a deficit of \$2.090 million. He noted that it is not unusual for the second quarter financial statements to show a deficit, as the College's largest expenses such as salaries and benefits, are equally distributed throughout the year, while revenue such as tuition is not equally distributed.

C. Fowler noted that although a second quarter deficit is not unusual, the 25/26 deficit is larger than previous years due to the decrease in tuition revenue as a result of the changes from Immigration, Refugee and Citizenship Canada. He noted that expenses are reduced, which indicates that the College's deficit management strategies are making an impact.

In response to a question regarding the line item titled Special Purpose Expenses, C. Fowler noted that this fund encapsulates student awards, NIC Foundation awards and other miscellaneous items.

#### **4. Information**

##### **4.1 Finance & Audit Committee SharePoint**

E. Haagerup provided an update on the Finance & Audit Committee SharePoint site, which will be utilized for all meeting materials and agenda packages.

#### **5. Next meeting date:**

The Finance & Audit Committee's next meeting is scheduled for Friday January 23<sup>rd</sup>, 2026.

#### **6. Adjournment**

The meeting was adjourned at 4:11p.m.



North Island College Board of Governors  
February 5, 2026

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

**AGENDA ITEM:**                      **Regular Meeting**  
**2.8     Finance & Audit Committee Regular Meeting Minutes of**  
**January 23, 2026**

Committee members Jerad Langille (chair), Roger Kishi, Brenda Johnson, Bruce Turner and Claire Moglove met on January 23, 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.

Board Chair Nancy Arsenault also attended the meeting.

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 3:02p.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 presented.

**3. Committee Business**

*Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG joined the meeting at 3:04p.m.*

**3.1     KPMG Audit Planning**

L. Bates-Eamer reviewed the workplan for the upcoming audit in May 2026, including materiality, error margin, risk assessment and procedures. The Committee had a fulsome discussion on materiality, which determines the threshold at which misstatements could reasonably be expected to influence the economic decisions of users. L. Bates-Eamer noted that there are three levels of risk: base, elevated and significant. Canadian Auditing Standards includes mandatory audit methodology focused on the risk of management override of controls. It was emphasized that this is not a reflection of the College's financial practices, rather a standard requirement for all audits.

L. Bates-Eamer reviewed the timelines for the audit, which includes interim work in February, audit conducted in May, audit findings report for the College in June, and submission to the Office of the Auditor General following signature on the audited financial statements. She noted that there are no new accounting standards for the College to adopt. J. Langille noted that the Finance & Audit Committee will have the opportunity to speak in-camera with the auditors in June, with no College staff present; this ensures transparency.

*Ayomide Kolawole-Osafehinti, Audit Senior Manager, KPMG and Liette Bates-Eamer, Audit Engagement Partner, KPMG left the meeting at 3:53p.m.*

### 3.2 Third Quarter FY 25/26 Financial Statements

C. Fowler reviewed the third quarter financial statements for the 2025/26 fiscal year, which show a deficit of \$936,834. He reviewed the revenues and expenses, and noted that due to decreased international student enrolment, the tuition revenue for January was lower than previous years.

C. Fowler noted that the Statement of Financial Position includes \$6.6 million debt from the Comox Valley Student Housing Project. C. Fowler emphasized that this debt was included in the budget for the project and outlined a breakdown of funding for the project as follows: \$68.6 million funded by the province, \$2 million contribution from the College and \$6.6 million of planned debt, which totaled the approved budget of \$77.2 million for the Comox Valley Student Housing Project. The project was completed within this budget.

## **4. Information**

### 4.1 Centre of Excellence in Early Learning Project Update

C. Fowler provided an update on the Centre of Excellence in Early Learning project and highlighted that the project is on budget with a target completion date of June-July 2026. He emphasized that although the completion date has been delayed, the budget has not been affected. Once completed, the space will provide an additional 75-seat capacity to the Beaufort Children's Centre on the ground floor, and additional training spaces for Early Childhood Care and Education programming on the second floor.

## **5. Next meeting date:**

The Finance & Audit Committee's next meeting is scheduled for Friday April 2<sup>nd</sup>, 2026.

## **6. Adjournment**

The regular meeting was adjourned at 4:27p.m.

## BOARD OF GOVERNORS – ACTION SHEET

February 5, 2026

Agenda #: 3.1.1 BUILD 2026 Dashboard

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

**Agenda Item:** BUILD 2026 Dashboard

**Action Required:** For Board review and discussion

**Draft Motion/  
Recommendation:** Not Applicable

### Background/History/Executive summary:

The Board of Governors approved NIC's strategic plan, *BUILD 2026*, on May 28, 2021. The plan contains measurables to be achieved by the end of the plan's life – June 2026. Throughout this five-year period, NIC's progress toward the plan's goals is reported in a semi-annual dashboard, shared each winter (reporting on Summer and Fall terms) and summer (reporting on Winter and Spring terms).

This attached dashboard represents our progress in the 58 measurables that move us toward achieving our mission to work together to build healthy and thriving communities, one student at a time.

We are pleased to report that the dashboard presents significant advancement in each of the plan's nine elements with the following progress on the 58 measurables:

Complete	On Track	Behind
<b>34</b>	<b>23</b>	<b>1</b>
	To be completed 5	7.1.a
	To maintain $\geq$ target 18	Goal and comment below

The Year 5, Report 1 dashboard indicates that NIC is behind on one measurable as follows:

**7.1.a: 75% of employees complete NIC-specific Indigenous, intercultural competency training.**

*Pilots of Journey to Reconciliation training are underway with Education Team, Operations Team and CTLI faculty, with feedback and adjustments implemented into the training. Final approval from Nations is still underway.*

The *BUILD 2026 Strategic Plan and Year 5 Report 1 Dashboard* was reviewed on January 26, 2026, by the College Plan Committee.

Leadership Team will make its final review of the measurable goals of the *BUILD 2026* plan in June 2026.

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

The Year 5, Report 1 Dashboard will be posted to the NIC Engage site.



Board Governance Authority Matrix – College Strategic Direction

***BUILD 2026 7.3 Transparency & Accountability***

**Attachments:**

*BUILD 2026 Strategic Plan and Year 5 Report 1 Dashboard*

**Action:**

For Board review and discussion at its meeting of February 5, 2026.

# BUILD



## STRATEGIC PLAN AND YEAR 5 REPORT 1 DASHBOARD

**July - December 2025**

**NORTH ISLAND COLLEGE**

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



## 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														
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	Complete	On Track												Implementation of the remaining <i>Not Myself Today</i> modules is underway. Currently assessing resource requirements for implementation of the National Standard.

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

Provides a consistent, glanceable summary of the current status

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

Highlights past, upcoming and/or scheduled achievements

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

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

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

## BUILD 2026 REPORTING

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

## YEAR 5 REPORT 1: July - December 2025

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		
FOUNDATION															
2.4 INTEGRATED ENROLMENT															
a. Define optimum enrolment for NIC.	Complete	Complete	<div>Optimum enrolment established</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>												
b. Implement enrolment targets for all programs.	Complete	Complete	<div>Template implemented</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>Annual process implemented</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>												
c. Develop and implement an integrated, strategic enrolment-management planning process.	Complete	Complete	<div>Begin draft-planning process</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>Implement process</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>Initial draft plan complete</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>												







[illegible]

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.3 PATHWAYS TO LEARNING														
a. Maintain dual-credit enrolment above 170.	> 170	On Track				253 enrolments			184 enrolments			Next data available		
							275 enrolments				246 enrolments			
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	On Track				75 partnership agreements			64 partnership agreements			Next data available		
							77 partnership agreements				65 partnership agreements			













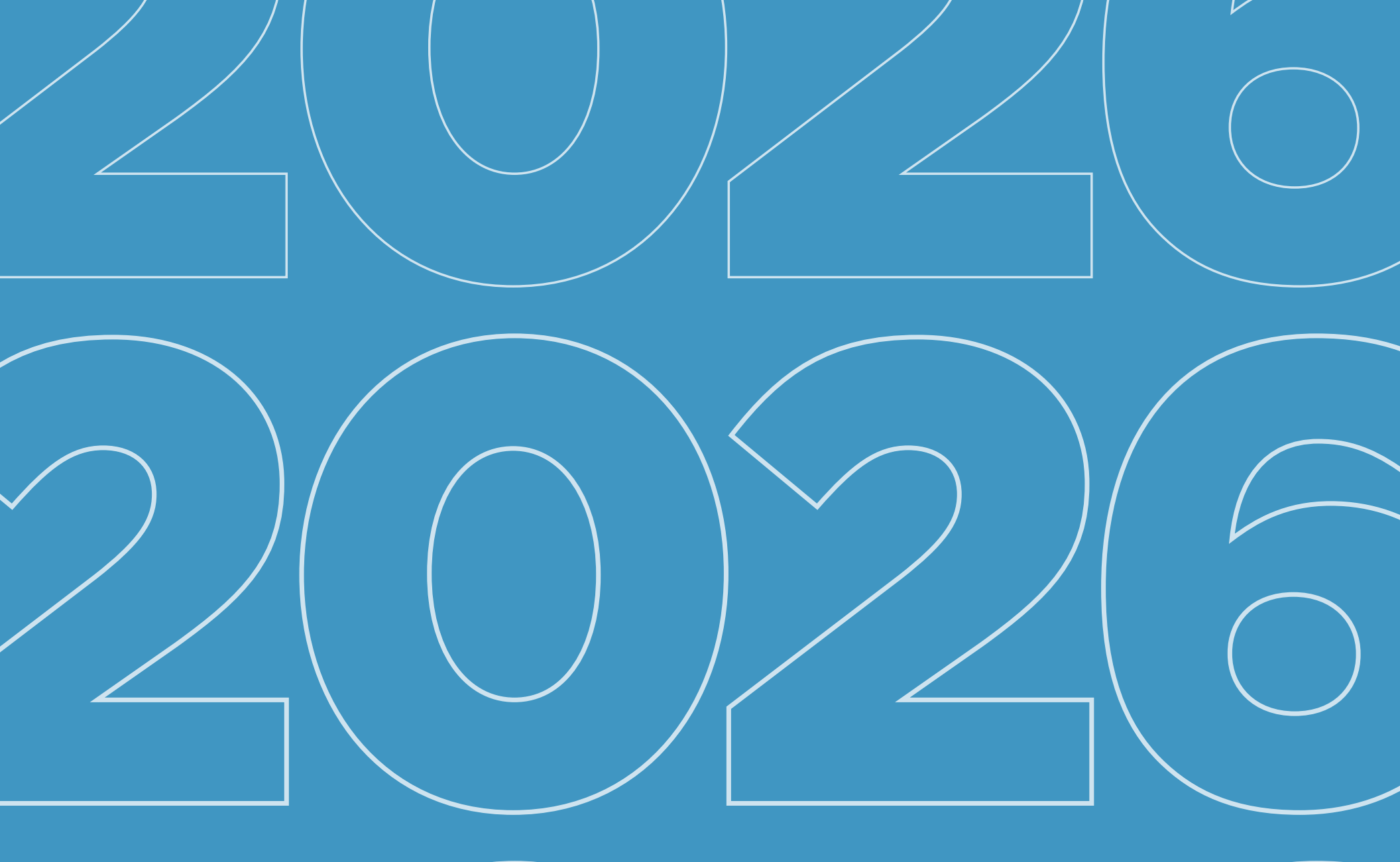
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>ROOF</b>														
<b>7.1 RECONCILIATION</b>														
a. 75% of employees complete NIC-specific Indigenous, intercultural competency training.	≥ 75%	Behind						Framework complete		Pilot completed modules		Pilots continue		Pilots of Journey to Reconciliation training are underway with Education Team, Operations Team and CTLI faculty, with feedback and adjustments implemented into the training. Final approval from Nations is still underway.
									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									
<b>7.2 DIVERSITY, EQUITY AND INCLUSION</b>														
a. Maintain or increase 88% (2020) of students that agree strongly with “I am respected regardless of my personal characteristics, identity or background.”	≥ 88%	Complete (achieved 99% of target)						Canadian Campus Wellbeing Survey		Canadian Campus Wellbeing Survey				No further data expected during the plan's timeline.
								88%				86%		
b. Maintain or increase 88% of students that agree or strongly agree with “My institution values diversity.”	≥ 88%	Complete						Canadian Campus Wellbeing Survey		Canadian Campus Wellbeing Survey				No further data expected during the plan's timeline.
								88%				88%		Maintenance of this target represents successful growth of an inclusive culture, through ongoing efforts in Indigenization, training and celebrating diversity.
c. Implement Diversity, Equity and Inclusion (DEI) Strategy.	Complete	Complete						Draft DEI policy		Commence DEI strategic framework		Implement DEI strategic framework		The DEI Strategic Framework was completed and published on the <a href="#">NIC website</a> and the internal portal in October.
									Accessibility Plan launched			DEI strategic framework complete		The Accessibility Plan Year 2 Report and Year 3 plan were published and posted on the newly created <a href="#">Accessibility web page</a> in November 2025.











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## BOARD OF GOVERNORS – ACTION SHEET

February 5, 2026

### Agenda #: 3.2.1 3rd Quarter 25-26 Financial Statements

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

**Agenda Item:** 3rd Quarter 25-26 Financial Statements (attachment)

**Action Required:** For Information

**Draft Motion/  
Recommendation:** Not Applicable

#### Background/History/Executive summary:

Each quarter North Island College prepares a set of financial statements in the same format as the year-end audited financial statements (excluding the notes). The 3rd Quarter statements for fiscal 2025/26 were reviewed at the Finance and Audit Committee meeting on January 23, 2026.

The 3<sup>rd</sup> Quarter financial statements tend to provide a good snapshot of where the year will end because it picks up the entirety of the Fall semester as well as Spring/Summer programs. The results show a deficit of \$936,834 and indicate that NIC's deficit projection for the full year of \$552,633 is a reasonable estimate.

Expenses have started to decline but have done so at a slower pace than the expected international student tuition decline. This has created the deficit shown in the statements.

Tuition and Fee Revenues are summarized in the following table:

	FY 25/26	FY 24/25	Variance	Budget FY 25/26	% of Budget
Domestic	3,564,190	3,267,168	297,022	4,792,000	74.38%
Con. Ed. and Contract Training	1,272,549	1,474,628	(202,079)	944,219	134.77%
International	4,493,213	6,999,775	(2,506,562)	5,034,818	89.24%
Total	9,329,952	11,741,571	(2,411,619)	10,771,037	86.62%

Note: The budget line reflects the revised budget passed in September 2025 for the full fiscal year.

The table shows that domestic tuition is on pace to meet the annual budget, and Continuing Education and Contract Training has already exceeded budget. International tuition is down as expected but in line with budget expectations that were adjusted in September 2025.

On the Statement of Financial Position, NIC is experiencing a low cash balance as a result of the rapid reduction in international tuition revenue. This will be monitored closely moving forward to ensure it doesn't impact operations.

The Statement of Financial position also includes \$6.6 million in debt; this funding was part of the originally approved budget for the Comox Valley Student Housing Project.



<b>Policy analysis/strategic priority:</b>
<p>Board Governance Authority Matrix – External Audit and Financial Statements</p> <p><i>BUILD</i> 2026 2.2 Finances</p>
<b>Attachments:</b>
<p>1. 3rd Quarter 25/26 financial statements.</p>
<b>Action: For Information</b>

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the nine months ended December 31, 2025 and 2024**

**North Island College**  
**Index to the Financial Statements**  
**For the nine months ended December 31, 2025 and 2024**

	<u>Page</u>
<b>FINANCIAL STATEMENTS</b>	
Statement of Financial Position	<b>1</b>
Statement of Operations and Accumulated Surplus	<b>2</b>
Statement of Remeasurement Gains and Losses	<b>3</b>
Statement of Cash Flows	<b>4</b>
Statement of Changes in Net Financial Assets (Net Debt)	<b>5</b>
Schedule 1 - Schedule of Expenses by Object	<b>6</b>

**North Island College**  
**Statement of Financial Position**  
**As at December 31, 2025 and 2024**

	Dec 2025	Dec 2024
<b>Financial assets</b>		
Cash and cash equivalents	\$ 3,125,499	\$ 5,126,614
Accounts receivable	611,659	1,802,349
Due from government organizations	353,772	1,296,181
Inventories held for resale	329,699	385,318
Portfolio investments	<u>15,149,315</u>	<u>16,277,741</u>
	19,569,944	24,888,203
<b>Liabilities</b>		
Accounts payable and accrued liabilities	8,027,353	8,634,927
Due to government organizations	251,141	664,400
Employee future benefits	485,636	436,275
Deferred revenue	2,401,961	2,333,960
Deferred contributions	11,935,034	13,968,710
Deferred capital contributions	116,299,334	85,695,979
Debt	<u>6,545,607</u>	<u>-</u>
	145,946,066	111,734,251
Net financial assets (net debt)	(126,376,122)	(86,846,048)
<b>Non-financial assets</b>		
Tangible capital assets	130,657,723	94,002,394
Prepaid expenses	<u>416,667</u>	<u>96,659</u>
	131,074,390	94,099,053
<b>Accumulated surplus</b>	<b><u>\$ 4,698,268</u></b>	<b><u>\$ 7,253,005</u></b>
Accumulated surplus is comprised of:		
Accumulated surplus	\$ 3,331,794	\$ 6,257,576
Accumulated remeasurement gains (losses)	<u>1,366,474</u>	<u>995,429</u>
	<b><u>\$ 4,698,268</u></b>	<b><u>\$ 7,253,005</u></b>

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
**For the nine months ended December 31, 2025 and 2024**

	Budget 2026	% of Budget	Dec 2025	Dec 2024
<b>Revenue</b>				
Province of British Columbia				
Base Operating grant	\$ 36,297,669	72	\$ 26,091,226	\$ 26,326,615
Industry Training Authority grant	2,583,080	76	1,966,919	2,016,868
Routine capital	191,184	68	130,000	130,000
Leases	382,779	90	343,854	330,142
Aboriginal service plan	250,000	92	228,790	318,857
Literacy grants	-		-	303,361
Student aid	673,000	127	851,408	1,151,398
Educational partnerships	914,000	28	254,250	280,647
Province of BC contracts	<u>727,265</u>	41	<u>296,172</u>	<u>197,006</u>
	42,018,977	72	30,162,619	31,054,894
 Government of Canada	1,710,063	35	604,505	944,137
Tuition and student fees	12,969,062	72	9,329,952	11,741,571
Contract services	2,015,246	65	1,306,113	1,347,934
Sales of goods and services	2,326,339	41	946,663	726,078
Investment income	670,000	66	441,947	601,236
Realized gain(loss) from investments	100,000	1,071	1,071,191	1,766,693
Other income	1,071,368	143	1,530,529	1,516,710
Revenue recognized from deferred capital contributions	<u>4,241,097</u>	73	<u>3,097,664</u>	<u>1,974,365</u>
	67,122,152	72	48,491,183	51,673,618
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research	61,515,187	73	45,156,810	46,008,864
Ancillary services	2,208,181	62	1,359,197	1,176,614
Sponsored research	2,119,484	42	890,268	561,291
Special purpose	<u>1,279,300</u>	158	<u>2,021,742</u>	<u>2,490,141</u>
	67,122,152	74	49,428,017	50,236,910
 <b>Surplus for the year</b>	-		<b>(936,834)</b>	<b>1,436,708</b>
 Accumulated surplus, beginning of period	<u>4,268,628</u>		<u>4,268,628</u>	<u>4,820,868</u>
 <b>Accumulated surplus, end of period</b>	<b><u>\$ 4,268,628</u></b>		<b><u>\$ 3,331,794</u></b>	<b><u>\$ 6,257,576</u></b>

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the nine months ended December 31, 2025 and 2024**

	<b>Dec 2025</b>	<b>Dec 2024</b>
Accumulated remeasurement gains, beginning of period	\$ 1,088,580	\$ 1,236,806
Unrealized gains (losses) attributed to:		
Pooled funds	1,349,086	1,525,316
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>(1,071,192)</u>	<u>(1,766,693)</u>
Remeasurement gains(losses) for the period	277,894	(241,377)
<b>Accumulated remeasurement gains (losses), end of period</b>	<b><u>\$ 1,366,474</u></b>	<b><u>\$ 995,429</u></b>

**North Island College**  
**Statement of Cash Flows**  
For the nine months ended December 31, 2025 and 2024

	Dec 2025	Dec 2024
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
Surplus for the period	\$ (936,834)	\$ 1,436,708
Items not involving cash:		
Amortization of tangible capital assets	4,023,992	2,622,153
Revenue recognized from deferred capital contributions	(3,097,664)	(1,974,365)
Change in employee future benefits	(527,864)	(51,172)
Gain on sale of tangible capital assets	-	-
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	207,848	(128,892)
Decrease (increase) in due from government organizations	1,555,379	2,738,833
Decrease (increase) in prepaid expenses	(88,977)	301,999
Decrease (increase) in inventories held for resale	47,494	26,721
Increase (decrease) in accounts payable and accrued liabilities	(4,582,488)	(6,868,690)
Increase (decrease) in due to government organizations	(508,846)	(298,261)
Increase (decrease) in deferred revenue	(421,538)	(595,237)
Increase in non-capital contributions	<u>(1,550,041)</u>	<u>157,413</u>
Net change in cash from operating activities	(4,942,705)	(4,069,498)
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(27,577,764)	(33,248,467)
Increase in deferred capital contributions	<u>23,397,421</u>	<u>33,155,131</u>
Net change in cash from capital activities	(4,180,343)	(93,336)
<b>Financing activities</b>		
Issuance of long-term debt	<u>6,545,607</u>	<u>-</u>
Net change in cash from financing activities	6,545,607	-
<b>Investing activities</b>		
Decrease (increase) in investments	1,334,514	3,086,787
Net remeasurement gains (losses)	<u>277,894</u>	<u>(241,377)</u>
Net change in cash from investing activities	1,612,408	2,845,410
<b>Net change in cash and cash equivalents</b>	<b>(1,901,867)</b>	<b>119,284</b>
Cash and cash equivalents, beginning of period	<u>5,027,367</u>	<u>5,007,331</u>
Cash and cash equivalents, end of period	<u>\$ 3,125,499</u>	<u>\$ 5,126,614</u>

**North Island College**  
**Statement of Changes in Net Financial Assets (Net Debt)**  
For the nine months ended December 31, 2025 and 2024

	Budget 2026	Dec 2025	Dec 2024
Surplus for the year	\$ -	\$ (936,834)	\$ 1,436,708
Acquisition of tangible capital assets	-	(27,577,764)	(33,248,467)
Amortization of tangible capital assets	5,199,352	4,023,992	2,622,153
Gain on sale of tangible capital assets	-	-	-
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>-</u>
	5,199,352	(23,553,772)	(30,626,314)
Acquisition of prepaid expenses	-	(504,543)	(47,429)
Use of prepaid expenses	<u>-</u>	<u>415,566</u>	<u>349,428</u>
	-	(88,977)	301,999
Net remeasurement gains (losses)	-	277,894	(241,377)
<b>Change in net financial assets (net debt)</b>	<b>5,199,352</b>	<b>(24,301,689)</b>	<b>(29,128,984)</b>
Net debt, beginning of period	<u>(102,074,433)</u>	<u>(102,074,433)</u>	<u>(57,717,064)</u>
Net debt, end of period	\$ <u><u>(96,875,081)</u></u>	\$ <u><u>(126,376,122)</u></u>	\$ <u><u>(86,846,048)</u></u>



**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the nine months ended December 31, 2025 and 2024**

		% of		
	Budget 2026	Budget	Dec 2025	Dec 2024
<b>Expenses</b>				
Salaries and benefits	\$ 48,044,798	72	\$ 34,496,777	\$ 35,355,933
Other personnel costs	932,057	62	576,388	606,379
Advertising and promotion	814,348	56	451,981	508,951
Books and periodicals	223,706	47	104,073	158,526
Cost of goods sold	556,900	72	402,006	763,802
Equipment costs	2,432,258	82	1,995,753	1,789,701
Facility costs	2,950,645	88	2,601,256	2,550,646
Financial service charges	354,134	56	198,699	162,673
General fees and services	1,994,425	56	1,107,546	1,401,225
Student awards	1,319,080	152	2,006,878	2,185,780
Supplies and general expenses	1,383,364	58	797,390	981,170
Travel	917,085	72	658,778	804,110
Grant transfers	-	-	-	303,361
Donations to NIC Foundation	-	-	6,500	42,500
Amortization of tangible capital assets	<u>5,199,352</u>	77	<u>4,023,992</u>	<u>2,622,153</u>
	<u>\$ 67,122,152</u>	74	<u>\$ 49,428,017</u>	<u>\$ 50,236,910</u>

## Report to Board of Governors from Education Council Chair

February 5, 2026, Comox Valley Campus

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

### EDUCATION COUNCIL BUSINESS

Education Council met on:

- October 17, 2025
- November 14, 2025
- December 12, 2025
- January 16, 2026
- January 23, 2026

Elections for Education Council Chair and Vice-Chair for the 2026 calendar year occurred at the October 17<sup>th</sup> meeting. Aisling Brady (Biology Instructor and Island Pre-Health Science Program Coordinator) was elected again as chair and Mike Androschuk (Coordinator, Trades and Technical Programs) was elected as Vice-Chair.

### CURRICULUM

The following curriculum items were approved by Education Council:

#### **New Courses**

- |           |                                                                    |
|-----------|--------------------------------------------------------------------|
| ○ ENG 191 | Writing with GenAI                                                 |
| ○ IEH 400 | Industrial Electrician Level 4                                     |
| ○ IST 201 | ReconciliAction                                                    |
| ○ ELC 135 | Instrumentation and Control Analysis                               |
| ○ HMC 145 | Essential Skills and Safe Practices in the Heavy Mechanical Trades |
| ○ HMC 146 | Frames, Steering, and Suspension                                   |
| ○ HMC 147 | Electrical Components and Systems - Fundamentals                   |
| ○ HMC 148 | Braking Systems                                                    |

#### **Course Revisions**

- |           |                                                                      |
|-----------|----------------------------------------------------------------------|
| ○ BIO 102 | Principles of Modern Biology II                                      |
| ○ BIO 103 | Principles of Modern Biology I                                       |
| ○ BIO 200 | Cell Biology                                                         |
| ○ CHE 051 | College Preparatory Chemistry I                                      |
| ○ ENR 216 | Introductory Electricity and Magnetism                               |
| ○ ECC 125 | The Learning Child – Part II – Planning for Play and the Environment |
| ○ ECC 140 | Practice Experience I                                                |
| ○ ECC 141 | Practice Experience II                                               |
| ○ ECC 142 | Practice Experience III                                              |
| ○ ECC 157 | Effective Interpersonal Communications                               |
| ○ ECC 224 | The Learning Child – Infants and Toddlers – Part III                 |
| ○ ECC 245 | Practice Experience – Special Needs                                  |
| ○ ECC 246 | Practice Experience – Infants and Toddlers                           |
| ○ ECC 264 | Supported Child Care                                                 |
| ○ ECC 268 | Supervising Early Childhood Education                                |
| ○ HSW 136 | Holistic Health and Well-Being                                       |

- HSW 140 Indigenous Focus Human Service Practice Experience I
- HSW 144 Indigenous Focus Human Service Practice Experience II
- HSW 170 Educational Assistant/Community Support Practice Experience I
- HSW 174 Human Service Practice Exp II
- HSW 250 Advanced Practice Experience
- MAT 133 Matrix Algebra
- MAT 210 Calculus II
- MAT 214 Calculus IV
- NUR 204 Nursing Practice III: Promoting Health and Healing
- NUR 214 Nursing Practice IV: Promoting Health and Healing
- NUR 217 Health and Healing IV: Health Challenges/Healing Initiatives
- NUR 276 Consolidated Practice Experience II
- NUR 304 Nursing Practice V: Promoting Health and Healing
- NUR 318 Health and Healing VI: Global Health Issues
- PHY 120 Principles of Physics I
- PHY 170 Engineering Mechanics 1: Statistics and Dynamics
- ELC 105 Technical DC Circuit Analysis
- ELC 107 Technical AC Circuit Analysis
- ELC 110 Digital Electronics Analysis
- ELC 135 Linear Circuit Analysis
- ELC 150 Health, Safety and Environment
- ELC 151 AutoCAD for Technicians
- ELC 152 3D Modeling
- ELC 153 Level I Electrical
- ELC 202 Process Measurement
- ELC 207 Process Control Devices & Systems
- ELC 208 Electrical Motor Control Systems
- ELC 217 Programmable Logic Controllers I
- ELC 218 Programmable Logic Controllers II
- ELC 219 Variable Frequency Drive Analysis
- ELC 221 Human Machine Interfacing
- ELC 231 Industrial Power Electronics
- ELC 236 Electrical Power Circuits and Machines
- ELC 251 Fluid Power Controls
- ELC 252 Process Equipment
- ELC 253 Process Technology
- ELC 271 Applied Capstone Project
- HMC 139 Hydraulic Components and Systems – Fundamentals
- HMC 141 Engines and Supporting Systems – Fundamentals
- HMC 143 Cab and Trailer Structures and Systems
- HMC 135 Powertrain Components and Systems – Fundamentals
- HMC 136 Welding in the Heavy Mechanical Trades
- SSW 121 Interpersonal Communication and Relationship-Building
- SSW 123 Advanced Interpersonal Skills Practice
- SSW 150 Social Services Practice Experience I
- SSW 201 Family Relationships
- SSW 205 Introduction to Group Work Practice
- SSW 208 Social Work Practice in Mental Health and Addictions
- SSW 210 Community Development
- SSW 250 Advanced Practice Experience Social Services

### **Course Deactivations**

- ELC 140 Programmable Devices
- HMC 130 Safe Work Practices in the Heavy Mechanical Trades
- HMC 131 Occupational Skills in the Heavy Mechanical Trades
- HMC 132 Frames and Suspension
- HMC 133 Tools and Equipment in the Heavy Mechanical Trades
- HMC 134 Electrical Applications
- HMC 137 Heavy Mechanical Trades Equipment
- HMC 138 Air Braking Systems
- HMC 140 Hydraulic Braking Systems
- HMC 142 Electrical Fundamentals in the Heavy Mechanical Trades

### **Program Revisions**

- Automotive Collision and Refinishing Technician Foundation Harmonized Certificate
- Automotive Service Technician Foundation Harmonized Certificate
- Carpentry Foundation Harmonized Certificate
- Coastal Forest Technology Diploma
- Coastal Forest Worker Certificate
- Electrician Foundation Harmonized Certificate
- Fabricator-Welder Foundation Harmonized Certificate
- Furniture Design and Joinery Certificate
- Heavy Mechanical Trades Foundation Certificate
- Human Service Diploma
- Plumbing and Piping Trades Foundation Harmonized Certificate
- Social Service Diploma
- Welder Foundation Harmonized Certificate

## **POLICIES**

Education Council approves policies directly pertaining to education matters (as per the [College and Institute Act - Section 24\(2\)](#)) or acts in an advisory role on educational policy with the Board of Governors ([College and Institute Act – Section 23 \(1\)](#)).

### **New Policy:**

Policy 3-38 Program Advisory Committees – approved November 14, 2025.

### **Policy Updates:**

**Table 1. North Island College policies approved by Education Council.** Total number of policies represents all policies approved by Education Council. The administrators responsible for each policy bring the revisions to Planning & Standards committee for consultation and review, followed by a community review period, then approval by Education Council. Administrators for these policies are either VP Academic or VP Students & Community Engagement. (Updated November 20, 2025)

Policy Information	Number
<b>Total Number of Policies</b>	<b>25</b>
Due for Review before end of 2020	2
Due for Review before end of 2024	7
Due for Review before end of 2025	13
Under Active Review	3
Plans to Initiate Review	4
New Policies in Progress	1

## OTHER BUSINESS

**Evaluation Language:** Education Council revisited a motion from October 2022, that allowed the use of a flexible evaluation statement in place of a prescribed evaluation matrix. A motion to initiate an omnibus process for changing all course evaluation language was adopted. Learning that some transfer agreements require more prescriptive evaluation language, and that not all Authorized Course Descriptions (ACDs) for each course have been updated, Council confirmed the flexible evaluation language is still appropriate if faculty proponents decide to use it, but that all course ACDs should be reviewed to determine which language is appropriate, and make revisions if required. A timeline was set.

### Flexible Evaluation Statement:

*“There will be multiple, varied forms of assessments to ensure evaluation is aligned with course learning outcomes. No one assessment will be worth more than 40% of the course grades. Weighting of each assessment form will be included on course outlines that will be provided to students on or before the first day of class.”*

**Bylaw Revisions:** With recent changes made by the Registrar to the *Elections Rules and Procedures – Board of Governors and Education Council*, Education Council’s bylaws needed to be revised.

Changes include:

- Number of Council members was reduced from 21 to 20, in accordance with the Act
- Dates of elections and appointments were made to align with the updated election rules
- Standing Committee chairs (Curriculum/Fast Track and Planning & Standards) are now elected by Council, not as part of the regular election
- Extended the number of consecutive terms an Education Council chair can hold from 3 years to 6 years
- Added a statement that a Standing Committee chair may hold any number of consecutive terms

## CHAIR DUTIES & MEETINGS:

- Attended meetings for:
  - Curriculum Committee (October 24<sup>th</sup>, November 21<sup>st</sup>)
  - Planning and Standards Committee (November 21<sup>st</sup>)
  - drop-in “Community of Practice” for Academic Governance Council\* (October 24<sup>th</sup>)
  - Academic Governance Council (Friday November 28<sup>th</sup>).

\*Note: Academic Governance Council is composed of Education Council chairs from BC institutions that follow the College and Institute Act
- Meetings with VP Academic to discuss the Expedited Program Impact Assessment and status of omnibus motion from 2022 that changed curriculum evaluation language.
- Met with Governance and Board Development committee chair and Board of Governors chair to discuss:
  - Education Council chair’s role on the Board and in the Board Governance manual
  - onboarding of Education Council chair to the Board of Governors
  - onboarding of Board Member to Education Council.
- Attended the December Community Luncheon in CR on December 4<sup>th</sup>

## BOARD OF GOVERNORS – ACTION SHEET

February 5, 2026

### Agenda #: 4.1 Board Bylaw No. 4 – Domestic Tuition and Fee Bylaw

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

<b>Agenda Item:</b>	Board Bylaw No. 4 – Domestic Tuition and Fee Bylaw (attachment)
<b>Action Required:</b>	For approval
<b>Draft Motion/ Recommendation:</b>	<b>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2026-2027 DOMESTIC TUITION AND FEE BYLAW (SCHEDULE A &amp; B) WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION TO THE EMPLOYMENT TRANSITIONS PROGRAMS.</b>
<b>Background/History/Executive summary:</b>	
<p>As part of the 2026-2027 budget development process, NIC has reviewed Board Bylaw No. 4 – domestic tuition and fee bylaw. Post-secondary institutions are required to comply with the Ministry of Post-Secondary Education and Future Skills tuition limit policy that restricts tuition and mandatory fee increases to two percent (2%). Information on the tuition limit policy is available on the <a href="#">Ministry's website</a>.</p> <p>Employment Transition program is a developmental program that is currently charging tuition at the maximum rate allowed by the Ministry Post-Secondary Education and Future Skills.</p> <p>The Finance &amp; Audit Committee met on November 21, 2025 and recommended that the Board of Governors of North Island College approve Bylaw no. 6, 2026-2027 International Tuition and Fee bylaw (Schedule A &amp; B) which includes a 3% increase to international tuition and mandatory fees.</p>	
<b>Policy analysis/strategic priority:</b>	
<p>The draft revision of Bylaw No. 4 (attached) applies a 2% increase to all program areas except for the Employment Transition programs. The Ministry has set a maximum fee for these programs.</p> <p>Board Governance Authority Matrix – Constating &amp; Governance Documents</p>	
<b>Attachments:</b>	
1. Board Bylaw No. 4 – Domestic Tuition and Fee Bylaw	
<b>Action:</b>	
<b>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2026-2027 DOMESTIC TUITION AND FEE BYLAW (SCHEDULE A &amp; B) WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION TO THE EMPLOYMENT TRANSITIONS PROGRAMS.</b>	

## NORTH ISLAND COLLEGE

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### BYLAW NO. 4

2026-2027 Academic Year

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### DOMESTIC TUITION AND FEE BYLAW

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This bylaw establishes principles for a sustainable tuition fee model for courses and programs. Under the *College and Institute Act*, the Board of Governors is responsible for approving tuition fees.

North Island College will take into consideration the following principles when setting Tuition and Fees:

#### **Principles:**

Tuition and Fees are the students' contribution to the overall costs of instructional courses and programs including materials and supplies used in the course delivery.

In setting Tuition and Fees, the following factors will be taken into account:

1. The Mission and Values of the College, program duration and operating costs, available provincial funding for the program, and tuition and fees for comparable programming at other BC institutions.
2. Tuition and Fees for courses and programs that do not receive provincial funding will be set at a level that covers the full cost of the course or program, including a contribution to the operation of support services.
3. Programs which require specialized supplies or facilities may have fees levied to cover those additional costs.
4. Tuition and Fees for programs offered in partnership with other post-secondary institutions will be established with the partner institution(s).
5. The Tuition fee model will strive for simplicity.
6. Proposed Tuition and Fees for new programs will be brought forward to the Board as part of the credential approval process.
7. Tuition and Fees will comply with the Province of British Columbia's Tuition Limit Policy.

#### **Scope:**

This bylaw applies to domestic tuition and lab and supply fees for:

1. All courses and programs that lead to a credential;

2. Department of Accessible Learning (DAL) courses and programs.

THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE IN OPEN MEETING ASSEMBLED ENACTS AS FOLLOWS:

1. This bylaw shall be known and may be cited as Bylaw No. 4, 2026-2027 Academic Year, "Domestic Tuition and Fee Bylaw."
2. Tuition and fees payable by students (international students excluded) to North Island College shall be those set out in Schedules "A" and "B" attached hereto.
3. Tuition and fees will be communicated to students by inclusion in the College Calendar and by posting on the College Website.
4. This bylaw will be reviewed at least once per year.

Approved the 5<sup>th</sup> day of FEBRUARY, 2026.

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Chair, Board of Governors

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Executive Assistant, Leadership Team & Board Operations



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**BYLAW NO. 4**  
**2026-2027 Academic Year**

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**SCHEDULE "A"**

**DOMESTIC TUITION FEES**

**Effective for courses and programs with start dates after August 15, 2026**

Adult Basic Education (except ABE Fundamental).....	\$132.48/credit
Adult Basic Education (Fundamental).....	\$135.12/course
Department of Accessible Learning.....	\$135.12/credit
English as a Second Language (Beginner).....	\$198.84/credit
Employment Transition Construction Access Certificate .....	\$4,800.00/program
Employment Transition Grounds & Custodial Assistant Certificate .....	\$3,200.00/program
Employment Transition Kitchen Assistant Certificate .....	\$3,200.00/program
Indigenous Studies	
Indigenous Leadership Certificate	
ABG courses .....	\$144.52/credit
Indigenous Language Fluency Certificate	
ILF courses .....	\$178.30/credit
Arts and Science (except as listed below).....	
BIO 113, 330, 301 .....	\$164.80/credit
BIO 250 .....	\$144.52/credit
CHN 101, 102.....	\$144.52/credit
CPS 104.....	\$144.52/credit
CPS 110, 113, 114, 127, 128, 129 .....	\$164.80/credit
ENG 170.....	\$144.52/credit
ENR 216 .....	\$178.30/credit
GEO 220.....	\$144.52/credit
GLS 140, 240, 241 .....	\$164.80/credit
IPH 101, 102, 201, 202, 310, 350.....	\$164.80/credit
LRN 100.....	\$164.80/credit
MAT 122 .....	\$144.52/credit
MAT 156 .....	\$164.80/credit
PHY 215 .....	\$178.30/credit

Business (except as listed below) .....	\$115.62/credit
BUS 360, 370, 375 .....	\$144.52/credit
BUS 500 .....	\$164.80/credit
Cooperative Education .....	\$115.62/credit
Digital Design & Development (except as listed below).....	\$115.62/credit
DGL 105, 114, 204, 214 .....	\$144.52/credit
DGL 409 .....	\$164.80/credit
Fine Arts (except as listed below) .....	\$115.62/credit
Professional Photography Certificate.....	\$9,286.42/program
Professional Potter Advanced Diploma.....	\$11,886.48/program
Health (except as listed below) .....	\$115.62/credit
Activity Assistant Certificate.....	\$3,034.73/program
Community Mental Health Worker.....	\$5,719.28/program
Pre-program Pathway Course – CMH 150.....	\$1,020.67/course
Practical Nursing Access and Diploma	
PNS courses .....	\$178.30/credit
NUR 170, 173, 201.....	\$178.30/credit
Hospital Unit Clerk Certificate.....	\$5,353.78/program
Human Services (except as listed below).....	\$115.62/credit
Early Childhood Care & Education Certificate.....	\$94.08/credit
Landscape Horticulture Fundamentals.....	\$1,649.30/program
Tourism and Hospitality (except as listed below) .....	\$115.62/credit
Adventure Guiding Certificate .....	\$10,707.50/program
THM 175, 276, 300, 320 .....	\$144.52/credit
THM 340, 390 .....	\$164.80/credit
TMA 225 .....	\$197.80/credit
Trades and Technology (except as listed below):.....	\$115.62/credit
Apprenticeships (except as listed below) .....	\$109.82/week
Landscape Horticulture Level 2 .....	\$3,360.77/program
Lather Interior Systems Mechanic.....	\$603.66/level
Professional Cook Level 1 .....	\$2,700.88/program
Professional Cook Level 2 .....	\$1,157.52/program

Professional Cook Level 3.....	\$771.68/program
All RBA courses.....	\$119.64/week
TTA 400.....	\$119.64/week
Welding Level B.....	\$1,543.36/program
Welding Level A.....	\$771.68/program

Foundation and other programs:

Aquaculture Technician Certificate .....	\$4,123.03/program
Aquaculture Technician Diploma	
AQT 200, 201, 202, 203, 204, 205, 206.....	\$564.04/course
AQT 207, 208 .....	\$174.66/course
Automotive Collision & Refinishing Technician Foundation Harmonized Certificate .....	\$4,824.72/program
Automotive Service Technician Foundation Harmonized Certificate.....	\$2,700.88/program
Carpentry Foundation Harmonized Certificate .....	\$2,315.04/program
Coastal Forest Technology Diploma	
RFT courses.....	\$136.20/credit
Coastal Forest Worker Certificate	
CFW courses .....	\$136.20/credit
Culinary Business Operations Certificate	
PCA courses .....	\$115.62/credit
Culinary Business Operations Diploma	
PCA courses .....	\$115.62/credit
All ECM courses .....	\$344.88/credit
Electrician Foundation Harmonized Certificate.....	\$2,315.04/program
Electronics Core Technician Certificate.....	\$3,472.56/program
Fabricator-Welder Foundation Harmonized Certificate.....	\$3,086.72/program
Furniture Design and Joinery Certificate.....	\$3,472.56/program
All GIS courses .....	\$344.88/credit
Heavy Mechanical Trades Foundation Certificate.....	\$4,288.64/program
Industrial Automation Technician Certificate .....	\$3,472.56/program
Instrumentation and Electrical Automation Technician Diploma .....	\$4,020.30/year
Motor Sport & Power Equipment Technician Foundation Certificate .....	\$2,680.40/program
Parts & Warehousing Person Foundation .....	\$3,153.10/program
Plumbing & Piping Trades Foundation Harmonized Certificate .....	\$2,700.88/program
All RCT courses .....	\$344.88/credit
Welder Foundation Harmonized Certificate .....	\$2,700.88/program
Underground Mining Essentials Certificate.....	\$9,848.20/program

Prior Learning Assessment (for above as applicable) .....75% of tuition



## NORTH ISLAND COLLEGE

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### BYLAW NO. 4 2026-2027 Academic Year

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#### SCHEDULE "B"

#### LAB AND SUPPLY FEES

Effective for courses and programs with start dates after August 15, 2026

#### Mandatory Fees

##### Learner Resource Fee:

Credit-based tuition.....	\$6.00/credit
Program-based tuition .....	\$20.22/month

\*Note: Fee is levied on registration for post-secondary courses and programs

#### Lab Fees

##### Adult Basic Education

BIO 060 .....	\$13.91/course
CHE 051, 060 .....	\$13.91/course
PHY 050, 060.....	\$13.91/course

##### Arts and Science

ANT 260 .....	\$67.23/course
BIO 102, 103, 110, 111, 160, 161, 200 .....	\$13.91/course
BIO 211, 301 .....	\$155.95/course
BIO 203, 215, 230 .....	\$69.94/course
BIO 250, 330 .....	\$137.20/course
CHE 110, 111, 200, 201.....	\$13.91/course
CHE 152 .....	\$69.94/course
CPS 104 .....	\$137.20/course
CPS 100, 101, 102, 146 .....	\$13.91/course
CPS 113, 114, 127, 128, 129 .....	\$27.91/course
ENR 100, 101 .....	\$68.58/course
ENR 216 .....	\$134.51/course
GLS 241 .....	\$155.95/course
MAT 181, 182 .....	\$13.91/course
PHY 100, 101, 120, 121.....	\$13.91/course
PHY 215.....	\$134.51/course
SSA 100, 101 .....	\$69.94/course

## Business

BUS 170 .....\$13.91/course

## Digital Design & Development

DGL courses .....\$27.91/course

## Fine Arts

FIN 110, 111, 210, 211, 292.....\$41.92/course

FIN 115, 120, 121, 130, 131, 135, 140, 145, 200, 201, 215, 217, 220,  
221, 230, 231, 235, 236, 245, 291, 293, 294, 295, 296, 297, 298.....\$69.94/course

Professional Photography Certificate.....\$139.93/program

Professional Potter Advanced Diploma.....\$395.77/program

## Health

CMH 150, 160, 165, 170, 175 .....\$27.91/course

ECC 124, 125.....\$27.91/course

HCA 120 .....\$13.91/course

NUR 109.....\$139.93/course

NUR 119, 175, 201, 209, 219, 375 .....\$27.91/course

NUR 309.....\$104.92/course

PNS 106, 116, 126, 236, 246.....\$134.51/course

## Human Services

HSW 136 .....\$27.91/course

## Tourism & Hospitality

THM 119 .....\$672.88/course

THM 219 .....\$1,009.33/course

THM 170, 175, 276 .....\$167.94/course

THM 275 .....\$275.26/course

## Trades & Technology

Aquaculture Technician Certificate .....\$149.36/program

Aquaculture Technician Diploma

AQT 201, 202, 204, 205, 206.....\$57.42/course

Automotive Collision & Refinishing Technician Foundation Harmonized

Certificate .....\$337.83/program

Automotive Service Technician Harmonized.....\$174.95/program

Carpentry Foundation Harmonized .....\$1,098.15/program

Coastal Forest Resource Technology Diploma/

Coastal Forest Worker Certificate


CFW/RFT 100, 101, 102, 104, 105, 106, 107 .....\$73.17/course

CFW/RFT 103, 108.....\$109.77/course

CFW/RFT 112, RFT 201, 209 .....\$56.30/course

North Carolina Business Operations Certificate (PCA 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000).....\$45.33/course

Culinary Business Operations Diploma (PCA 300 level courses) .....	\$46.65/course
Electrician Foundation Harmonized Certificate .....	\$104.92/program
Electronics Technician Core Certificate .....	\$104.92/program
Fabricator-Welder Foundation Harmonized Certificate .....	\$174.95/program
Furniture Design and Joinery Certificate .....	\$139.93/program
Heavy Mechanical Trades Foundation Certificate .....	\$372.96/program
Industrial Automation Technician Diploma .....	\$104.92/program
Instrumentation and Electrical Automation Technician Diploma .....	\$557.13/year
Landscape Apprenticeship .....	\$158.26/level
Landscape Fundamentals .....	\$1,616.97/program
Lather Interior Systems Mechanic .....	\$253.59/program
Motor Sport & Power Equipment Technician Foundation Certificate .....	\$168.91/program
Parts & Warehousing Person Foundation Certificate .....	\$95.69/program
Plumbing & Piping Trades Foundation Harmonized Certificate .....	\$104.92/program
Professional Cook 1 .....	\$34.94/program
Professional Cook 2 .....	\$68.57/program
Professional Cook 3 .....	\$53.76/program
Welding Level A .....	\$99.92/program
Welding Level B .....	\$199.93/program
Welder Foundation Harmonized Certificate .....	\$349.89/program

	<b>BOARD OF GOVERNORS – ACTION SHEET</b> February 5, 2026 Agenda #: 4.2 Board Bylaw No. 6 – International Tuition and Fee Bylaw <i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i>
<b>Agenda Item:</b>	Board Bylaw No. 6 –International Tuition and Fee Bylaw (attachment)
<b>Action Required:</b>	For approval
<b>Draft Motion/ Recommendation:</b>	<b>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 6, 2026-2027 INTERNATIONAL TUITION AND FEE BYLAW (SCHEDULE A &amp; B) WHICH INCLUDES A 3% INCREASE TO INTERNATIONAL TUITION AND MANDATORY FEES.</b>
<b>Background/History/Executive summary:</b>	
<p>International student tuition and fees are excluded from the Ministry of Post-Secondary Education and Future Skills Tuition Limit Policy.</p> <p>The Finance &amp; Audit Committee met on November 21, 2025 and recommended that the Board of Governors of North Island College approve Bylaw no. 6, 2026-2027 International Tuition and Fee bylaw (Schedule A &amp; B) which includes a 3% increase to international tuition and mandatory fees.</p>	
<b>Policy analysis/strategic priority:</b>	
<p>The draft revision of Bylaw 6 (attached) applies a 3% increase to tuition and fees for all program areas listed in Schedule A and Schedule B.</p> <p>Board Governance Authority Matrix – Constating &amp; Governance Documents</p>	
<b>Attachments:</b>	
1. Board Bylaw No. 6 – International Tuition and Fee Bylaw	
<b>Action:</b>	
<b>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 6, 2026-2027 INTERNATIONAL TUITION AND FEE BYLAW (SCHEDULE A &amp; B) WHICH INCLUDES A 3% INCREASE TO INTERNATIONAL TUITION AND MANDATORY FEES.</b>	



## NORTH ISLAND COLLEGE

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### BYLAW NO. 6, 2026

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#### INTERNATIONAL TUITION AND FEE BYLAW

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This bylaw establishes principles for a sustainable international tuition fee model for courses and programs. Under the *College and Institute Act*, the Board of Governors is responsible for approving tuition fees.

North Island College will take into consideration the following principles when setting International Tuition and Fees:

**Principles:**

1. In setting Tuition and Fees, the following factors will be taken into account: the Mission and Values of the College, program duration and operating costs, full cost of the course or program, including a contribution to the operation of support services, and tuition and fees for comparable programming at other BC and Canadian institutions.
2. Province of BC policy requires that international tuition and fees are set at a level that covers the full cost of the course or program, including the cost of support services.
3. Programs that require specialized supplies or facilities may have fees levied to cover those additional costs.
4. Tuition and Fees for programs offered in partnership with other post-secondary institutions will be established with the partner institution(s).
5. The tuition fee model will strive for simplicity.
6. Proposed International Tuition and Fees for new programs and courses will be brought forward to the Board as part of the credential approval process.

**Scope:**

This bylaw applies to international tuition and fees for:

- All courses and programs that lead to a credential;
- Adult Basic Education (ABE) courses and programs; and
- Academic English Language courses.

THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE IN OPEN MEETING ASSEMBLED ENACTS AS FOLLOWS:

1. This bylaw shall be known and may be cited as Bylaw No. 6, 2026, "International Tuition and Fee Bylaw".
2. Tuition and fees payable by international students to North Island College shall be those set out in Schedule "A" and "B" attached hereto. For laboratory and supply fees, please refer to Bylaw 4, "Domestic Tuition and Fee Bylaw."
3. Tuition and fees will be communicated to students by inclusion in the College Calendar and by posting on the College Website.
4. This bylaw will be reviewed at least once per year.

Approved the 5<sup>th</sup> day of FEBRUARY, 2026.

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Chair, Board of Governors

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Executive Assistant, Leadership Team & Board Operations

## NORTH ISLAND COLLEGE

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### BYLAW NO. 6, 2026

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#### SCHEDULE "A"

##### INTERNATIONAL TUITION AND FEES

Effective for courses and programs with start dates after August 15, 2026

*Enrolment in fewer than three courses requires Office of Global Engagement department approval.*

##### **Academic program tuition by credit, program, month or course**

All courses charged per credit, except as noted.....	527.06/credit
Early Childhood Care and Education.....	\$468.48/credit
Professional Photography Certificate.....	\$19,390.68/program
Professional Potter Advanced Diploma.....	\$19,390.68/program
Adventure Guiding Certificate.....	\$19,390.68/program

##### **Trades and Technology:**

All foundation and other trades programs charged per month, except as noted.....	\$1,845.80/month
Coastal Forest Technology Diploma (RFT courses).....	\$265.10/credit
Culinary Business Operations Certificate (PCA courses).....	\$323.56/credit
Culinary Business Operations Diploma (PCA courses).....	\$323.56/credit
Apprenticeships (except as noted):.....	\$425.94/week
Professional Cook 1, 2, 3 .....	\$1,845.80/month

Prior Learning Assessment (for above as applicable).....75% of tuition fee

English Language Pathway.....\$3,074.68/course

***Note: Bylaw 4 – “Domestic Tuition and Fee Bylaw” will apply to international dual credit high school students.***

**NORTH ISLAND COLLEGE**

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**BYLAW NO. 6, 2026**

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**SCHEDULE "B"**

**INTERNATIONAL STUDENT SERVICES FEES**

**Effective for courses and programs with start dates after August 15, 2026**

**For laboratory, supply and other mandatory fees, please refer to Bylaw 4, "Domestic Tuition and Fee Bylaw."**

Mandatory International Service Fee:

Credit-based Tuition.....\$31.50/ credit

Program-based Tuition.....\$105.06/month

## BOARD OF GOVERNORS – ACTION SHEET

February 5, 2026

### Agenda #: 4.3 2025/26 Fiscal Year Credit Enrolment Report

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

<b>Agenda Item:</b>	2025/26 Fiscal Year Credit Enrolment Report (at Winter Term Stable Enrolment Date)
<b>Action Required:</b>	For Information
<b>Draft Motion/ Recommendation:</b>	Not Applicable
<b>Background/History/Executive summary:</b>	
<p>Fiscal-year credit enrolment is reported at the winter term stable enrolment date, providing a point-in-time comparison with the same date in the previous year. The fiscal year includes the spring, summer, fall, and winter terms; figures reflect all credit enrolment for those terms as recorded in NIC's student records system at the applicable reporting date(s).</p> <p>The 2025/26 Fiscal Year Credit Enrolment Report compares enrolment as of January 14, 2026, with January 15, 2025, the respective fall term stable enrolment dates. Enrolment is expressed as unduplicated headcount (the number of unique students enrolled at NIC) and is not equivalent to full-time equivalent enrolment (FTE), which is calculated from course registrations in accordance with Ministry guidelines.</p>	
<b>Policy analysis/strategic priority:</b>	
<p>Board Governance Authority Matrix – Accountability</p> <p><i>BUILD 2026</i></p> <ul style="list-style-type: none"> <li>7.3 Transparency and Accountability</li> <li>2.4 Integrated Enrolment</li> </ul>	
<b>Attachments:</b>	
2025/26 Fiscal Year Credit Enrolment Report (at Winter Term Stable Enrolment Date)	
<b>Action:</b>	
For the Board's information.	

Tables 1 and 2 summarize unduplicated student headcount in credit courses for the 2025/26 fiscal year as of the winter term stable enrolment date, alongside year-over-year (YOY) change from the same point in last year's cycle.

Table 1 shows that as of the 2026 winter term stable enrolment date, total headcount is 3,578 (3,064 domestic + 514 international). Compared with last year at this point in the enrolment cycle, total headcount is down 505 (-12%), international is down 284 (-36%), and domestic is down 222 (-7%). Overall, the enrolment outlook for 2025/26 at the winter term stable enrolment date remains consistent with fall term results: international student headcount continues to be significantly lower than last year, and domestic headcount has further declined as forecast.

International enrolment continues to be constrained by federal policy changes and processing outcomes—including post-graduate work permit (PGWP) eligibility shifts, longer study-permit processing times/fewer permits processed, and higher refusal rates. No further growth in international enrolment is expected for the remainder of the 2025/26 fiscal year (ending March 31, 2026).

Significantly lower international student enrolment has led to a reduction in domestic student enrolment capacity in 2025/26 through fewer available course offerings for domestic students, including 12 program suspensions across Tourism, Business, and Trades effective 2025 fall term. In addition, one-time program funding levels are about 20% lower than last year as evidenced by the 20% reduction in Continuing Education & Training enrolment shown in Table 2.

Table 2 also highlights international-enrolment-driven declines concentrated in University Studies & Applied Programs (specifically, Business, Digital Design, Tourism, and University Studies), Indigenous Education (Indigenous Leadership courses), and Trades (Culinary Business Operations).

**Table 1 – 2025/26 FY Headcount and YOY % Change by Student Type**

Student Type	2025/26 Fiscal Year Headcount (at January 14 <sup>th</sup> )	% Change from Last Year (2024/25)
Domestic Students	3,064	-7%
International Students	514	-36%
Total	3,578	-12%

**Table 2 – 2025/26 FY All Student Headcount (Domestic + International) and YOY % Change by Instructional Area**

Instructional Area *	2025/26 Fiscal Year Headcount (at January 14 <sup>th</sup> )	% Change from Last Year (2024/25)
Indigenous Education	311	-34%
University Studies & Applied Programs	1,538	-20%
Health & Community Care	761	0%
Trades & Technology	316	-9%
Apprenticeship Training	470	-1%
Adult Upgrading	488	2%
Continuing Education & Training	258	-20%
Total (Unduplicated Headcount)	3,578	-12%

\*Total (Unduplicated Headcount) will not equal the sum of Instructional Area headcounts as students may be enrolled in more than one instructional area in a given fiscal year.



## BOARD OF GOVERNORS – ACTION SHEET

February 5, 2026

Agenda #: 4.4 Strategic Planning – Recommendation to Pause

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

**Agenda Item:** Strategic Planning – Recommendation to Pause

**Action Required:** Approval

**Draft Motion/  
Recommendation:** **THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE PAUSE THE DEVELOPMENT OF ITS NEXT STRATEGIC PLAN UNTIL THE MINISTER PROVIDES NIC WITH DIRECTION REGARDING THE OUTCOMES OF THE PROVINCIAL REVIEW OF THE SUSTAINABILITY OF THE PUBLIC POST-SECONDARY EDUCATION SYSTEM TO INFORM THE COLLEGE’S LONG-TERM STRATEGIC PLANNING.**

### Background/History/Executive summary:

At its regular meeting on June 19, 2025, the Board of Governors approved the Strategic Planning Framework, which outlined the major phases, engagement strategy, expected deliverables, and proposed timelines to guide the development of NIC’s next strategic plan.

#### Key Strategic Planning Activities (July – December 2025)

#### **Environmental Scan**

NIC has faced a rapidly shifting external landscape marked by changing government policies and emerging financial pressures. To support evidence-informed planning, NIC’s Institutional Research and Planning team produced a comprehensive [Environmental Scan - October 2025 Release](#), capturing current trends, demographic changes, labour market shifts, and system-level pressures. This document provides foundational insight to support planning.

#### **In-person and Online Engagement**

Across Summer and Fall 2025, NIC and the Board hosted a series of strategic planning and engagement activities to deepen understanding of the College’s current operating context and future direction. Participants explored NIC’s strengths, challenges, opportunities for innovation, and lessons from the previous strategic planning cycle.

These sessions were complemented by the NIC 50+5 Strategic Planning Consultation Survey, which invited broad participation across the region.

#### Participants included:

- NIC employees and students
- Leaders and representatives from First Nations and Indigenous communities
- Representatives from provincial and municipal governments
- Educational and training partners
- Local employers across a range of key sectors
- Non-profit organizations, industry associations, and community groups

These activities have provided valuable key insights and early themes to guide the development of future strategic direction.

### Next Steps

As the Province continues its [review of the public post-secondary system to ensure long-term sustainability](#), it is recommended that NIC pause strategic planning until the Minister provides direction based on the review's outcomes.

College administration confirms that the Ministry of Post-secondary Education and Future Skills (PSFS) expect NIC to continue to meet the requirements of its June 10, 2025 mandate letter and its deficit management plan, during the provincial review of the public post-secondary system.

### **Policy analysis/strategic priority:**

Board Governance Authority Matrix – Strategic Direction

### **Attachments: Not applicable**

### **Action: Approval**



## BOARD OF GOVERNORS – ACTION SHEET

DATE: February 5, 2026

Agenda #: 4.5 Expedited Program Impact Assessment Outcomes – Programs Recommended for Suspension

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

### Agenda Item:

Expedited Program Impact Assessment Outcomes – Programs Recommended for Suspension

### Action Required:

Approval

### Draft Motion/ Recommendation:

That the Board of Governors of North Island College suspend (as that term is defined in NIC Policy #3-20) the following programs as recommended by the Vice President, Academic as an outcome of the Expedited Program Impact Assessment process undertaken as required by North Island College’s June 10, 2025 mandate letter, commitment to strategic enrolment management in the BUILD 2026 strategic plan, and North Island College’s structural deficit created by the loss of international student revenues:

- Adventure Guiding Certificate
- Bachelor of Business Administration – Marketing
- Global Business Management Post-Graduate Diploma
- Digital Design + Development Post-Graduate Certificate
- Digital Design + Development Post-Graduate Diploma – Web and Mobile Streams
- Web and Mobile Application Development Diploma
- Web Design Fundamentals Certificate
- Advanced Digital Design and Development Diploma – Design and Development Streams
- Android Application Development Certificate
- Fine Arts Diploma
- Coastal Forest Worker Certificate
- Coastal Forest Technology Diploma
- Furniture Design and Joinery Certificate
- Human Services Diploma
- Hospital Unit Clerk.

### Background/History/Executive summary:

#### Board Strategic Direction

In 2024, the NIC Board of Governors directed that the college implement an integrated strategic enrolment management (SEM) process to enhance BUILD 2026’s commitment to enrolment planning. In response, Tony Bellavia, Vice President Academic initiated the development of a Program Impact Assessment (PIA) process to assess the responsiveness and viability of all college programs.

In Fall 2025, the Vice President, Academic expedited the PIA process, becoming the EPIA process.

He expedited the process in response to Board of Governors' direction that administration meet the requirements of:

- the mandate of the Minister of Post Secondary and Future Skills to review all existing programs and initiatives against the criteria of "relevancy, efficiency, sustainability, grow the economy, Reconciliation and help keeping costs low for British Columbians" (approved by the Board of Governors in June 2025) and;
- the revised budget (approved by the Board of Governors in September 2025) subsequent deficit management plan required by the Ministry to eliminate NIC's structural deficit which was created by the loss of international student revenues (approved by the Board of Governors in October 2025).

### **Expedited Program Impact Assessment (EPIA) Process**

Led by the Vice President, Academic, the EPIA followed a two-step process:

Step 1: The Vice President, Academic assessed all college programs for alignment with the provincial mandate and labour market priorities.

Step 2: As a result of Step 1, the Vice President, Academic determined that 20 programs required further review. These 20 programs proceeded through a secondary process which measured them against the following four criteria:

- Enrolments/Mobility
- Financial Efficiency
- Employment outcomes
- Alignment with provincial mandate letter

As a result of the EPIA process, the Vice President, Academic recommends that 15 NIC programs be suspended.

NIC Policy #3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs defines suspension as follows:

- "Suspension refers to an existing academic credential program where the intake of new students is temporarily suspended and removed from the Academic Calendar for a period of up to two years."

Policy #3-20 also states:

- "A program that is approved for suspension will be reviewed within two academic calendar years."

### **Program Suspension Recommendations**

As an outcome of the EPIA process and in accordance with Policy #3-20 Suspension, Relocation or Cancellation of Academic Credentialed Programs, the Vice President, Academic recommends the following programs for suspension:

- Adventure Guiding Certificate
- Bachelor of Business Administration – Marketing
- Global Business Management Post-Graduate Diploma
- Digital Design + Development Post-Graduate Certificate
- Digital Design + Development Post-Graduate Diploma – Web and Mobile Streams
- Web and Mobile Application Development Diploma
- Web Design Fundamentals Certificate
- Advanced Digital Design and Development Diploma – Design and Development Streams
- Android Application Development Certificate
- Fine Arts Diploma
- Coastal Forest Worker Certificate

- Coastal Forest Technology Diploma
- Furniture Design and Joinery Certificate
- Human Services Diploma
- Hospital Unit Clerk.

### **Ministry Review of Programs Recommended for Suspension**

Pursuant to the Minister's mandate letter to NIC, administration has informed the Ministry, Post Secondary Education and Future Skills of the EPIA process and the resulting 15 programs being recommended to the Board of Governors for suspension.

Following their ongoing review of our deficit management plan and the results of the EPIA process, they have provided NIC with the following statement on January 15, 2026:

*"We are aware that North Island College (NIC) is undertaking its Expedited Program Impact Assessment, a review process designed to ensure its programs remain efficient, sustainable, and responsive to the evolving needs of students, the labour market, and the institution's enrolment realities. We recognize that, in these financially challenging times, institutions may need to make difficult decisions to manage their operations within the resources available to them.*

*While the Ministry provides funding for public post secondary institutions, under governing legislation, institutions are responsible for administering their services, including program delivery. We support the ongoing work institutions do to regularly review their programs, identify areas of low enrolment, and assess opportunities to improve efficiency—particularly in the context of current financial pressures.*

*We understand that 15 programs have been recommended for suspension, pending approval by NIC's Board of Governors. The Board is expected to make a decision in early February. We appreciate that NIC is working to focus its resources on core priorities and to minimize impacts on students, staff, and local communities wherever possible.*

*Sector sustainability is a key priority in Minister Sunner's mandate. Government has been supporting post-secondary institutions through several measures to help address financial pressures, including increasing operating grants to post-secondary institutions by \$1.2 billion since 2016-17. The scale of enrolment decline, associated revenue losses, and ongoing economic volatility and provincial fiscal pressures, means it is not practical for government to resolve these challenges with a large injection of new funding at this time. That is why the Ministry has launched an independent review to provide a clear path for stabilizing institutions in the short term and ensuring the sector is financially sustainable and resilient over the long term. The review will take a holistic look at sector wide sustainability, and we are open to exploring options that help restore stability."*

### **Authority to Suspend Programs**

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."

However, given that the BC Supreme Court decision in *Thomson River Faculty Association v. Thomson River University*, 2025 BCSC 2114, stated that the *Thompson Rivers University Act* assigns the Board with the

ultimate authority to decide to suspend enrollment in a program, NIC's Vice President Academic has brought his recommendations to the NIC Board of Governors for their decision. The Vice President, Academic is taking this step even though there remains uncertainty as to the steps required at NIC as it is governed by a different act, the *College and Institute Act*.

Out of an abundance of caution, the NIC Board of Governors sought the advice of Educational Council on a without prejudice, without precedent basis. Correspondence between the Chair of the NIC Board of Governors and the Chair of NIC's Education Council and the latter's advice is attached. While the Board of Governors elected to seek the advice of Education Council, the advice of Education Council is not binding on the Board of Governors.

### **Procedures for Suspended Programs**

In accordance with the procedures that support Policy #3-20, when a NIC academic credentialed program is suspended, the Vice President Academic oversees the development of the following processes:

- a workplan to revise, reimagine or re-evaluate the program;
- a teach-out plan for existing students to complete the program;
- a resource plan that addresses impacts to employees, other programs, and finances.

### **Attachments:**

As an outcome of the EPIA process, the Vice President, Academic attaches his recommendations and rationale to suspend the 15 programs listed above.

Correspondence between the chair, NIC Board of Governors and the chair of NIC's Education Council and the advice of Education Council, is attached.

List of Letters and Emails Received by the Board of Governors regarding Recommended Program Suspensions (received by 4:00pm, January 27, 2026)

### **Action: To approve**

That the Board of Governors of North Island College suspends (as that term is defined in NIC Policy #3-20) the following programs as recommended by the Vice President, Academic as an outcome of the Expedited Program Impact Assessment process undertaken as required by North Island College's June 10, 2025 mandate letter, commitment to strategic enrolment management in the BUILD 2026 strategic plan, and North Island College's structural deficit created by the loss of international student revenues:

- Adventure Guiding Certificate
- Bachelor of Business Administration – Marketing
- Global Business Management Post-Graduate Diploma
- Digital Design + Development Post-Graduate Certificate
- Digital Design + Development Post-Graduate Diploma – Web and Mobile Streams
- Web and Mobile Application Development Diploma
- Web Design Fundamentals Certificate
- Advanced Digital Design and Development Diploma – Design and Development Streams
- Android Application Development Certificate
- Fine Arts Diploma
- Coastal Forest Worker Certificate
- Coastal Forest Technology Diploma
- Furniture Design and Joinery Certificate
- Human Services Diploma
- Hospital Unit Clerk.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Adventure Guiding (AG) Certificate

### Description:

This program prepares you for diverse roles in adventure tourism, from whale and wildlife tours to mountain resorts. Lead river rafting trips, guide sea kayaking tours along BC's coast and gain skills in wilderness first aid. Build your knowledge and confidence in sea kayaking, canoeing, river rafting, navigation and leadership to work in some of BC's most breathtaking outdoor locations.

### Summary Analysis of Data

**Enrolments/Mobility:** 2018- 2021 reflected higher FTEs due to a partnership with VIU for Indigenous Eco-Tourism, and 60-80% seat utilization. 2021 produced moderate enrolment with an average of 8 FTEs, representing 30% seat utilization. 2024/25 achieved 50% enrolment with 12 students. Enrolment for 2025/26 increased to 20, representing 83% seat utilization.

**Financial Efficiency:** In 2025/26, we anticipate breaking even; however, moving forward, the AG program will become financially unviable as the program will need to absorb an additional cost of \$70,000. This additional cost is required due to the discontinuation of base budget-funded core courses in Tourism and English.

**Employment Outcomes:** The data reflects 50% employment in jobs related to the program. Anecdotal feedback suggests higher job-related employment (80-100%) in a variety of settings, including working internationally. Employment is often seasonal with a possible break between summer and winter positions.

**Alignment with Provincial mandate:** The AG program aligns with the provincial mandate in the following ways: tourism is a priority growth sector for the current government. In BC, \$4.8 billion was generated for the provincial economy in 2023. The recently updated Look West: Jobs and Prosperity Strategy for a Stronger BC and Canada identifies tourism as a targeted sector with a specific reference to adventure tourism as a catalyst for sustainable growth and diversification.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. While the AG certificate program directly supports the province's Look West priorities, it is not sustainable in its current iteration, due to the discontinuation of base budget-funded core courses in Tourism and English. A suspension will provide time and space to reimagine the program.
2. There are alternative options for the delivery of the AG skills. Some components of the AG program have been delivered in alternate formats through continuing education, such as Kayak Guiding Fundamentals.

## Expedited Program Impact Assessment Recommendation Board of Governors

### **Credential:**

Bachelor of Business Administration Marketing (BBA)

### **Description:**

You'll gain the marketing and communications skills to qualify for management-level roles in the private and public sectors. Make employer connections and earn academic credit through co-op terms, international exchange and networking opportunities.

### **Summary Analysis of Data:**

**Enrolments/Mobility:** Marketing is the least popular stream among the BBA options as more students are enrolled in the accounting and management streams, and the BBA Marketing stream is undersubscribed. Only 20% of the courses offered in the BBA Marketing program are discrete requirements; the other 80% are courses shared across Business credentials. While this suggests a certain level of efficiency, it also reveals that up to eight courses a year will be undersubscribed due to low program enrolment. From academic year 2018/19 until academic year 2024/25, the BBA in Marketing has produced, on average, three graduates per year.

**Financial Efficiency:** Many business courses are utilized across all business credentials. On this basis, it is hard to provide a fully discrete FTE cost per student for the BBA Marketing stream. That said, low enrolments in BBA Marketing will not sustain the cost of offering this stream. The impact of decreasing international enrolments within the Business programs has resulted in an increased FTE cost per student.

**Employment Outcomes:** The BC Labour Market Outlook projects a total of 8,270 job openings in the broad area of Business over the next decade.

**Alignment with Provincial Mandate:** There are more employment opportunities in the areas of management and accounting than marketing. In looking for program-level efficiencies, the Marketing stream is the least popular and least likely to provide direct entry into a high-demand occupation. Consolidation of business programming into two principal areas will enhance efficiency and provide the required graduate attributes.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

### Rationale for Recommendation:

1. While the BBA Marketing stream qualifies for the post-graduation work permit, interest among international students is and will likely remain low. Prospective domestic students have many choices on Vancouver Island, with VIU, Camosun, and UVic all offering degree programs in business administration (or commerce).
2. The BBA Marketing stream has the lowest student demand. Due to the reduction in international student enrolments and demand, this concentration is no longer financially viable.



## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Global Business Management Postgraduate Diploma (GBM)

### Description:

Enhance your knowledge of Canadian and international business management and strategy with the Business Administration Postgraduate Diploma in Global Business Management. You'll develop cross-cultural experience studying with classmates from a variety of backgrounds. You'll gain work experience through an internship while also building your network of professional contacts.

### Summary Analysis of Data

**Enrolments/Mobility:** The GBM program is populated almost exclusively by international students. For the academic year 2024/25, only one of the 150 students enrolled in the program was identified as domestic. This program no longer qualifies for the post-graduation work permit (PGWP). There is no demand for this program among prospective domestic students. We anticipate no new applications from international students for this program, and continued disinterest among domestic learners. The GBM program will see a precipitous drop in enrolment next year, as many international students will be graduating from the program in June 2026.

**Financial Efficiency:** With so many business courses being used across credentials, it is hard to provide a fully accurate FTE cost per student for the program. However, as program students graduate or stop out, the overall FTE cost per student will correspondingly rise.

**Employment Outcomes:** Data not relevant.

**Alignment with Provincial Mandate:** With respect to GBM, the rationale for program suspension is based solely on the changes made by the IRCC, and the corresponding reduction in international student applications.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. When Immigration, Refugee, and Citizenship Canada (IRCC) removed two-year Business diplomas from the list of post-graduation work permit qualifying programs, the number of applications from international applicants to the GBM program dropped to almost zero. As of January 2026, the program received only one application, and last year the program received only four applications in total. Without the possibility of supporting a post-graduation work permit, the GBM program is no longer appealing to international students, and on this basis, the program is no longer viable.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Digital Design and Development Post-Graduate Certificate

### Description:

Expand your skills for a career in digital design and development with this one-year postgraduate certificate in web and app development. The program builds a strong foundation in essential web and mobile development skills, preparing you for opportunities in this high-growth industry.

### Summary Analysis of Data

**Enrolments/Mobility:** There were no graduates from the Digital Design and Development Postgraduate Certificate in the last three years. Currently, there are no domestic students enrolled in the program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program aligns with high priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Digital Design and Development Postgraduate Diploma – Web and Mobile Streams

### Credential:

Build on your education with a postgraduate diploma that opens doors in digital design and development. Start with core skills in UX design and front-end development, then specialize in web or mobile app development through hands-on projects that enhance your portfolio.

### Summary Analysis of Data

**Enrolments/Mobility:** The Digital Design and Development Postgraduate Diploma – Web and Mobile streams produced 32 graduates in 2024/25; however, there was only one domestic graduate in this program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour intensive as ‘design’ instructors cannot teach development courses, and ‘development’ faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupation Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program aligns with high-priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

## Expedited Program Impact Assessment Recommendation Board of Governors

### **Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

# Expedited Program Impact Assessment

## Recommendation

### Board of Governors

#### **Credential:**

Web and Mobile Application Development Diploma.

#### **Description:**

This program builds your skills in web and mobile programming, along with essential knowledge in communication design and project management. By combining the Web Design and Mobile Application certificates, it prepares you for careers in iOS and Android app development, web development, game development and general programming. Whether you're interested in creating mobile apps, designing websites or managing projects, this curriculum provides the tools to succeed in various tech roles.

#### **Summary Analysis of Data**

**Enrolments/Mobility:** The Web and Mobile Application Development Diploma produced three graduates in 2024/25, and only one graduate was a domestic student.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as 'design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program aligns with high-priority areas.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

### Rationale for Recommendation:

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.



## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Web Design Fundamentals Certificate

### Description:

Learn foundational web technology to build user-friendly, intuitive websites, key communication design principles and web-based standards. Our graduates often pursue careers in communication design, web and graphic design and front-end scripting.

### Summary Analysis of Data

**Enrolments/Mobility:** The Web Design Fundamentals Certificate produced three graduates in 2024/25.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as ‘design’ instructors cannot teach development courses, and ‘development’ faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program aligns with labour market high-priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. To improve overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams), for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credentials:

Advanced Digital Design and Development Diploma – Design and Development Streams

### Description:

Our most in-depth digital program offers advanced skills training in design and development so you can graduate into the industry with confidence. Specialize in our development stream to broaden your web and mobile app coding skillset-or go with the design stream and build a creative arsenal that includes branding, video and graphics. Both options will test your skills with hands-on projects that prove to employers that you can design and build beautiful print and digital projects from concept to launch.

### Summary Analysis of Data

**Enrolments/Mobility:** The Advanced Digital Design and Development Diploma – Design and Development streams produced one graduate in 2024/25.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as ‘design’ instructors cannot teach development courses, and ‘development’ faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program aligns with labour market high-priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Android Application Development Certificate

### Description:

Learn skills in Android app development and foundational programming languages. Graduates can pursue careers in mobile app development, game development and computer programming, with alumni entering these fields. Expand your creativity while building programming expertise.

### Summary Analysis of Data

**Enrolments/Mobility:** The Android Application Development Certificate has produced no graduates in the last three years. Currently, there are only two domestic students enrolled in the program.

**Financial Efficiency:** The program requires tech support and advanced software and machines. Classes are capped at 20, and core courses generally require an intensive form of instruction. With a design stream and development stream, the program is somewhat labour-intensive as 'design' instructors cannot teach development courses, and 'development' faculty cannot teach design courses. As a result, the FTE cost per student will remain above \$20,000.

**Employment Outcomes:** While the technology and computing sectors are dynamic, job prospects for graduates will remain good. Please see the breakdown of related National Occupational Classification codes (NOC) below:

*#21231 Software engineers and designers 26,280*

*#21232 Software developers and programmers 19,750*

*#21233 Web designers 3,580*

*#21234 Web developers and programmers 11,670*

**Alignment with Provincial Mandate:** The program does align with high priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. To improve the overall efficiency and financial viability of DGL programs, we need to reduce DGL credential offerings from seven to one and suspend intake to programs that have historically attracted primarily international applicants. Currently, the Communication Design Diploma (Development and Media streams) is the most viable of the DGL credentials, covering very similar material to the other DGL programs, and this credential will continue to be offered.
2. Further, with respect to applications to the Communication Design Diploma (Development and Media streams): for fiscal year 2025/26, we have seen an increase of 86% and 69%, respectively. For the former, there were a total of 13 applications, and for the latter, 44. All other DGL programs have seen a decrease in applications.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Fine Arts Diploma (FIN)

### Description:

Complete the diploma or use it as a stepping stone to a Bachelor's degree through partnerships with Emily Carr, VIU, UVic and other institutions.

### Summary Analysis of Data

**Enrolments/Mobility:** FIN courses achieve satisfactory enrolment. However, many of the applied courses are capped at 16. Only a handful of courses are capped at 35. For illustrative purposes, most courses in the Humanities and Social Sciences are capped at 35. Nearly all students enrolled in the diploma program are domestic. Over a four-year period, 20 students have transferred to other post-secondary institutions. In 2024/25, only five students graduated from the program.

**Financial Efficiency:** Most courses require the support of a technician and involve the purchase and distribution of consumables. The program uses very few electives, and there are high operational costs for this program; consequently, the FTE cost per student is approximately \$20,000.

**Employment Outcomes:** 40% of program students are employed in a training-related job. The BC Labour Market Outlook guide projects 1,680 new jobs for painters, sculptors, and other visual artists over the next 10 years.

**Alignment with Provincial Mandate:** See above. The likelihood of a graduate from this program obtaining direct employment upon graduation is unlikely. This program does not align with one of the provincial mandate priority areas.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. The program is costly. The overriding concern from a projection and planning perspective is the discrepancy between program FTEs (199 since 2018/19) and the number of credentials awarded (48 since 2018/19), a graduation rate of 24 percent.
2. Very few students obtain a FIN credential, suggesting perhaps that students are principally concerned with skill acquisition in only a few areas and less concerned with satisfying program requirements. The Diploma produces, on average, seven graduates a year. Since 2018/19, the number of graduates has not exceeded nine for any given year.
3. In order to revamp the program, a suspension is required. It would be worthwhile to explore viable alternative programming options.



## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Coastal Forest Worker Certificate

### Description:

Learn hands-on skills for a range of entry-level careers in the forestry industry. You'll learn silviculture, harvesting, occupational safety, surveying, timber cruising, grading and overall resource management. As a graduate, you'll be equipped to work safely and efficiently in a range of entry-level forestry and harvesting positions.

### Summary Analysis of Data

**Enrollment/Mobility:** Enrollment in the Forestry program has remained consistently low over the past several years, ranging from 11 to 28 for the certificate and diploma registrations annually. Despite minor year-to-year variations, student interest has not reached the level required to sustain program delivery or cover operating costs.

**Financial Efficiency:** This program is offered on a cost recovery basis, and current and projected enrolment indicates ongoing financial unsustainability.

**Employment Outcomes:** Data not available.

**Alignment with Provincial Mandate:** Although Forest Professionals BC recognizes Technology Accreditation Canada-accredited programs as the preferred credential route, the availability of multiple accredited options across BC means that regional demand is spread across institutions. As a result, NIC's Forestry programs, while aligned with the provincial mandate, do not generate the stable enrollment required to support ongoing delivery within NIC's resource constraints.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

### Rationale for Recommendation:

1. **Persistent Low Enrollment:** Enrollment levels have remained far below sustainable thresholds for multiple years. Current cohort sizes cannot support instructional delivery and field operations required for program delivery.

2. **Enrollment Does Not Cover Program Costs:** Tuition revenue is insufficient to offset salaries, field delivery costs, and operational requirements. The program requires significant institutional subsidization, with no evidence of reversing enrollment trends.
3. **Industry Demand Is Not Translating into Student Enrollment:** Although employers express a need for qualified forestry workers, this has not resulted in adequate student uptake. Labour market demand alone cannot sustain the program without sufficient applicants.
4. **The Program Does Not Receive Skill Trades BC (STBC) or Base Funding:** The absence of STBC funding or base operating funding significantly limits the financial viability of the program. Without these core funding sources, the college must rely heavily on tuition revenue, which current enrollment levels cannot provide, making continued delivery untenable.
5. **Financial and Operational Risk to NIC:** Continued delivery of a high-cost, under-enrolled program places pressure on staffing, budget allocations, and institutional resources that could be redirected to higher-demand areas.
6. **Lack of a Strong Applicant Pipeline:** Despite outreach, marketing, and engagement with industry and high schools, application numbers remain too low to support stable cohorts. In addition, the local forestry sector has experienced a downturn, particularly in the timber industry, which has affected overall employment trends and may contribute to reduced student interest.
7. **Opportunity to Explore Alternative Training Models:** Suspending the program allows NIC to examine more flexible and financially viable approaches, such as modular training, micro credentials, short-term wildfire courses, or partnership-based delivery models that may better match both industry and learners' needs.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Coastal Forest Technology Diploma

### Description:

Acquire the skills and technical knowledge to become a valuable member of BC's forest management team. This program, designed with industry input and a focus on applied learning, covers a wide range of forestry theory and practice to prepare you for a rewarding career in the coastal forest sector.

### Summary Analysis of Data

**Enrollment/Mobility:** The Forestry program has remained consistently low over the past several years, ranging from 11 to 28 for the certificate and diploma registrations annually. Despite minor year-to-year variations, student interest has not reached the level required to sustain program delivery or cover operating costs.

**Financial Efficiency:** This program is offered on a cost recovery basis, and current and projected enrollment indicate ongoing financial unsustainability.

**Employment Outcomes:** Data not available

**Alignment with Provincial Mandate:** Although Forest Professionals BC recognizes Technology Accreditation Canada-accredited programs as the preferred credential route, the availability of multiple accredited options across BC means that regional demand is spread across institutions. As a result, NIC's Forestry programs, while aligned with the provincial mandate, do not generate the stable enrollment required to support ongoing delivery within NIC's resource constraints.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

### Rationale for Recommendation:

1. **Persistent Low Enrollment:** Enrollment levels have remained far below sustainable thresholds for multiple years. Current cohort sizes cannot support instructional delivery and field operations required for program delivery.

2. **Enrollment Does Not Cover Program Costs:** Tuition revenue is insufficient to offset salaries, field delivery costs, and operational requirements. The program requires significant institutional subsidization with no evidence of reversing enrollment trends.
3. **Industry Demand Is Not Translating into Student Enrollment:** Although employers express a need for qualified forestry workers, this has not resulted in adequate student uptake. Labour market demand alone cannot sustain the program without sufficient applicants.
4. **The Program Does Not Receive Skills Trades BC (STBC) or Base Funding:** The absence of STBC funding or base operating funding significantly limits the financial viability of the program. Without these core funding sources, the college must rely heavily on tuition revenue, which current enrollment levels cannot provide, making continued delivery untenable.
5. **Financial and Operational Risk to NIC:** Continued delivery of a high-cost, under-enrolled program places pressure on staffing, budget allocations, and institutional resources that could be redirected to higher-demand areas.
6. **Lack of a Strong Applicant Pipeline:** Despite outreach, marketing, and engagement with industry and high schools, application numbers remain too low to support stable cohorts. In addition, the local forestry sector has experienced a downturn, particularly in the timber industry, which has affected overall employment trends and may contribute to reduced student interest.
7. **Opportunity to Explore Alternative Training Models:** Suspending the program allows NIC to examine more flexible and financially viable approaches, such as modular training, micro credentials, short-term wildfire courses, or partnership-based delivery models that may better match both industry and learners' needs.

**Credential:**

Furniture Design and Joinery Certificate

**Description:**

With the Furniture Design and Joinery program, you'll learn to design, construct, finish and repair high-quality wood products such as kitchen cabinets, furniture and fixtures. You'll earn Level 1 technical training credit and work-based training hours toward your Interprovincial (Red Seal) certification as a cabinetmaker when you register as an apprentice. As a graduate, you'll be prepared to pursue a career in millwork, furniture building, cabinet making, marine joinery, residential finishing carpentry, sales or as self-employed artisans.

**Summary Analysis of Data**

**Enrolment/Mobility:** Enrolment has declined sharply to five, eight, and seven students in 2023-2025, resulting in significantly reduced tuition revenue.

**Financial Efficiency:** While the program receives some Skilled Trades BC (STBC) funding, this funding does not cover the full operational costs.

**Employment Outcomes:** The program's emphasis on furniture design does not align with regional labour market demand or high-priority STBC pathways, reducing interest from employment-focused learners. Taken together, declining enrolment, reduced revenue, high operational costs, and weak labour market alignment demonstrates that the program is no longer viable in its current form.

**Alignment with Provincial Mandate:** The Furniture Design and Joinery program, in its current form, does not fully align with the BC provincial mandate to support high-demand skilled trades and workforce-ready programming. While it covers first-year cabinetmaking, cabinetmaking is less central to current high-demand construction trades such as carpentry, electrical, or plumbing. The program's broader focus on furniture design primarily attracts hobbyists and retirement learners rather than employment focused students. The program is not a recognized pathway for other high-priority regional trades and, as a result, does not fully advance provincial objectives for trades training, labour market alignment, or sustainable workforce development.

**Recommendation:**No Change ☐Suspension ☒Modification ☐Cancellation ☐**Rationale for Recommendation:**

1. STBC funding only supplements the cost of the 25-week cabinetmaking portion, while the program extends to 36 weeks due to the furniture design component. The program receives no base funding, meaning all remaining costs, must be met through tuition revenue. With low and inconsistent enrolment, tuition is insufficient to cover these operational costs, creating an unviable financial model.
2. The Furniture Design and Joinery program may provide some employment opportunities with employers such as the Port Alberni-based Economic Restoration Infrastructure Fund; however, the program's primary emphasis on furniture design attracts hobbyists and artisans rather than students seeking employment in high demand trades. Maintaining the specialized facilities, equipment, and instructional resources for small and inconsistent cohorts has proven increasingly difficult to justify financially.
3. Regional labour market evidence indicates that employment opportunities for furniture design remain niche and geographically dispersed, with many graduates working as artisans or hobbyists. While some local employers may hire cabinetmakers, these opportunities are limited relative to overall workforce demand, and the program does not reliably generate cohorts of employment-ready students.
4. Operational challenges, including low application to enrolment conversion rates and limited dual-credit participation, further compound the program's instability. Even with potential marketing improvements, enrolment is unlikely to reach levels sufficient to support the operational and material costs of the program. Taking together, high operational costs, limited STBC support, no base funding, low and inconsistent enrolment, and limited labour market alignment make the continuation of the Furniture Design and Joinery program in its current form unsustainable.

## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Human Services Diploma (HSW)

### Description:

The Human Services Diploma lets you explore careers in community support, education, social services or behavior intervention, with opportunities shaped by your courses and practicum. Complete the Human Services Certificate in year one and build on it in year two, studying full- or part-time from September to June. NIC offers a transferable education through a provincial network including VIU and UVic. Consult an advisor to ensure elective transferability for further studies.

### Summary Analysis of Data

**Enrolments/Mobility:** No data is available, due to overlapping courses with Social Service Diploma (SSW).

**Financial Efficiency:** No data available due to overlapping courses with SSW.

**Employment Outcomes:** 92% of graduates are employed, and 82% of graduates are employed in a training-related job (small response rate).

**Alignment with Provincial Mandate:** The Human Services Diploma (HSW) is not explicitly identified in the provincial mandate letter, nor does it appear within the Labour Market Outcome (LMO) employment opportunity listings. The HSW program constitutes the second year of study for students who have completed the Educational Assistant/Community Support certificate.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

### Rationale for Recommendation:

1. HSW program students enroll on a part-time basis. These students take the same courses as SSW diploma students.
2. The average yearly credentials awarded are five and there are no specific career roles for HSW graduates. Despite HSW Diploma transferability to other post-secondary institutions (PSIs), 2018-2023 data notes only three graduates reported transitioning to other PSIs to continue to an undergraduate degree.

3. The year-two courses for the HSW diploma are the same as for the SSW diploma. At present, we reserve six seats within Year 2 of the SSW program for HSW students. By suspending the HSW program, this allows for an increase of six seats for SSW diploma students. This supports our goal of aligning programs with high labour market priorities, as the SSW program aligns with the provincial mandate and labour market priorities.



## Expedited Program Impact Assessment Recommendation Board of Governors

### Credential:

Hospital Unit Clerk (HUC)

### Description:

Acquire the practical skills and knowledge essential for a dynamic career as a unit clerk where you will fulfill a vital role in overseeing information flow within hospital nursing units. You'll learn to provide essential administrative and clerical support, and training in medical terminology and transcription. Engage in workplace practicums to gain firsthand experience and refine your applied skills.

### Summary Analysis of Data

**Enrolments/Mobility:** From 2022- 2026, enrolment has varied significantly in this program, from fewer than ten to sixteen.

**Financial Efficiency:** This program is offered on a cost-recovery basis. Over the years, Hospital Unit Clerk (HUC) has performed modestly, bringing in an average revenue of \$66,500. Average program expenses over the same period have been \$40,100; this does not include CET staff support or return to the college. As a result, HUC has not generated sufficient revenue to cover overall program costs.

**Employment Outcomes:** Unknown.

### Alignment with Provincial Mandate:

The HUC program aligns with the provincial mandate which identifies good paying jobs and strengthening healthcare as priorities. The average wage for a hospital unit clerk is \$26-30 per hour in BC.

### Recommendation:

No Change ☐

Suspension ☒

Modification ☐

Cancellation ☐

**Rationale for Recommendation:**

1. The HUC program is offered on a cost recovery basis, however, the program revenue is not sufficient to cover overall operating costs.
2. Several community colleges have structured this program into shorter programs, renamed “Nursing Unit Assistant”. Relevant new programs may be developed in the future to ensure the program is current and financially viable.

January 12, 2026

Sent by email to Aisling Brady, Education Council Chair

**Board of Governors Request for Advice from Education Council**

Dear Education Council,

At the Special Closed Board of Governors Meeting held on January 8, 2026, a motion was passed to seek the advice of Education Council, on a without-prejudice and without-precedent basis, regarding programs being recommended for suspension as a result of the Expedited Program Impact Assessment (EPIA) conducted as part of addressing NIC's structural deficit and loss of international student revenues.

The attachment outlines the EPIA program suspension recommendations from the Office of Vice President, Academic.

**MOTION PASSED JANUARY 8, 2026**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE SEEK THE ADVICE OF THE EDUCATION COUNCIL OF NORTH ISLAND COLLEGE, ON A WITHOUT-PREJUDICE AND WITHOUT-PRECEDENT BASIS, REGARDING THE FOLLOWING PROGRAMS BEING RECOMMENDED FOR SUSPENSION AS A RESULT OF THE EXPEDITED PROGRAM IMPACT ASSESSMENT CONDUCTED AS PART OF ADDRESSING NORTH ISLAND COLLEGE'S STRUCTURAL DEFICIT AND LOSS OF INTERNATIONAL STUDENT REVENUES. UPON REQUEST BY THE BOARD, THE EDUCATION COUNCIL WILL HAVE 10 BUSINESS DAYS TO PROVIDE A WRITTEN STATEMENT PROVIDING THEIR ADVICE. THE PROGRAMS ARE:

- ADVENTURE GUIDING (AG) CERTIFICATE;
- BACHELOR OF BUSINESS ADMINISTRATION – MARKETING;
- GLOBAL BUSINESS MANAGEMENT POST GRADUATE DIPLOMA;
- DIGITAL DESIGN + DEVELOPMENT POST-GRADUATE CERTIFICATE;
- DIGITAL DESIGN + DEVELOPMENT POST-GRADUATE DIPLOMA – WEB AND MOBILE STREAMS;
- WEB AND MOBILE APPLICATION DEVELOPMENT DIPLOMA;
- WEB DESIGN FUNDAMENTALS CERTIFICATE;
- ADVANCED DIGITAL DESIGN AND DEVELOPMENT DIPLOMA – DESIGN AND DEVELOPMENT STREAMS;
- ANDROID APPLICATION DEVELOPMENT CERTIFICATE;
- FINE ARTS DIPLOMA;
- COASTAL FOREST WORKER CERTIFICATE;
- COASTAL FOREST TECHNOLOGY DIPLOMA;
- FURNITURE DESIGN AND JOINERY CERTIFICATE;
- HUMAN SERVICES DIPLOMA;
- HOSPITAL UNIT CLERK.

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.

Education Council is requested to submit a written statement providing their advice within 10 working days of this request, no later than January 26, 2026. Please submit this statement by email to [bog@nic.bc.ca](mailto:bog@nic.bc.ca).

Sincerely,

A handwritten signature in black ink, appearing to read "N. Arsenault", with a stylized flourish at the end.

Dr. Nancy Arsenault  
Chair, Board of Governors  
North Island College

January 13, 2026

**RE: Board of Governors Request for Advice from Education Council Chair**

Dear Dr. Arsenault,

Thank you for your letter outlining the Board of Governors' resolution to seek the advice of Education Council, on a without-prejudice and without-precedent basis, regarding programs recommended for suspension following the Expedited Program Impact Assessment (EPIA).

To ensure Education Council can provide meaningful and appropriate advice within the requested timeframe, as chair I would appreciate clarification on the following points:

**1. Scope of Advice:**

Is the Board seeking Education Council's advice on each specific program recommended for suspension, or on the overall process and principles applied during the EPIA?

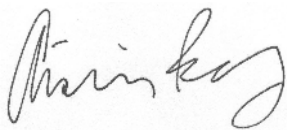
**2. Nature of Advice:**

Is the Board seeking advice that focuses on academic considerations, policy compliance, or broader institutional and provincial considerations?

As this type of request is not found in North Island College's Policy 3-20, nor in the College and Institute Act, clarification will help ensure our response aligns with governance best practices, considering extraordinary circumstances.

I look forward to your response.

**Sincerely,**



Aisling Brady, PhD  
Chair, Education Council  
North Island College

January 15, 2026

Sent by email to Aisling Brady, Education Council Chair

**Re: Board of Governors Request for Advice from Education Council**

Dear Aisling,

Further to your formal inquiry of January 13, 2026:

The motion was done on a without-prejudice and without-precedent basis because the Act is unclear on whether Education Council has an advisory role in these circumstances, so I am unable to provide clarification as specific as what you have requested.

The Board is inviting Education Council to provide any advice it considers appropriate, within the scope of its responsibilities and limitations under the Act. Education Council may determine the scope of its advice, whether related to the programs identified through the Expedited Program Impact Assessment (EPIA) process or to broader considerations it believes align with its statutory mandate.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "N. Arsenault", with a stylized flourish at the end.

Dr. Nancy Arsenault

Chair, Board of Governors  
North Island College

January 26, 2026

**RE: Advice to Board of Governors**

Dear Board of Governors,

This letter provides Education Council's response to the Board of Governor's request for advice, on a without-prejudice and without-precedent basis, regarding programs recommended for suspension following the Expedited Program Impact Assessment (EPIA). To determine the scope of the advice, discussion occurred at the Friday, January 16, 2026, Education Council meeting. A special meeting was held on January 23, 2026, during which Education Council participated in lengthy discussion, forming the basis of the advice presented here.

Education Council advises the Board of Governors that we are unable, within the scope of our responsibilities and limitations under the College and Institute Act, to advise on the suspension of each credential. Providing advice on program suspensions also does not align with NIC's current Policy 3-20.

Further, Council agreed that we are unable to advise the Board on the package of programs recommended for suspension, as insufficient information within the Council's purview was available.

Council acknowledges that the EPIA process took place and that we were informed on the process in November 2025. However, it is important to note, Education Council was not approached for further guidance or additional information regarding this specific process since the November 2025 Council meeting.

In consideration of the preceding points, Education Council advises that Policy 3-20 be reviewed, and if necessary, revised, and brought forward to Education Council for consideration and approval within one year (by January 23, 2027). Regular progress updates throughout the year are requested.

On behalf of Education Council, we thank the Board for the opportunity to provide advice on the proposed program suspensions. We appreciate the Board's commitment to consulting with Education Council on matters that deeply affect the academic landscape of our institution. We value this channel of engagement and look forward to ongoing collaboration with the Board as set out in our bicameral governance system.

Sincerely,

Dr. Aisling Brady, Education Council Chair

Mr. Mike Androschuk, Education Council Vice Chair

January 28, 2026

Sent by email to Aisling Brady, Education Council Chair and Mike Androschuk, Education Council Vice Chair

**Re: Letter of Advice from Education Council**

Dear Dr. Brady and Mr. Androschuk,

Thank you for your letter of January 26, 2026, providing advice to the North Island College Board of Governors from the Education Council.

The advice is being forwarded to the Board of Governors for their review.

We appreciate the work of the Education Council and their consideration of the Board's request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jerad", with a long horizontal stroke extending to the right.

Jerad Langille

Acting Chair, Board of Governors  
North Island College



**List of Letters and Emails Received by the Board of Governors regarding Recommended Program Suspensions(received by 4:00p.m. on January 27, 2026)**

**Note 1: Consent was received by all listed individuals for inclusion on this list. Individuals who did not provide consent by 4:00p.m. on January 27, 2026 are not listed.**

**Note 2: Emails or letters received after 4:00p.m. on January 27, 2026 continue to be provided to the Board of Governors.**

Name	Title/ Role	Topic	Pieces of Correspondence
Star Carter	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
James Keegan White	NIC Alumni	Oppose Program Cancellation- Fine Arts; Governance and Fiscal Responsibility	1
Samantha Banton-Smith	NIC Faculty Counsellor/Human Services Department Chair	Oppose Program Suspension- Human Service Worker; Impacts to Rural and Indigenous Learners	1
Scott Bertram	NIC Faculty, Fine Arts	Oppose Program Suspension- Fine Arts; Impacts to the North Island	1
Chelsea Woods	Teacher, Victoria Heartwood Learning Community	Oppose Program Suspension- Fine Arts; Impacts to Mental Health	1
Georgette Whitehead	NIC Faculty (retired) & Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community and Mental Health	1
Michelle Nagle	Community Member, NIC Potter's Club Member	Oppose Program Suspension- Fine Arts; Impacts to Community	1
Paul Guelpa	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Trish Malcomess	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community and Economy; Fiscal Pressures	2
Tina Rudiger	Campbell River Resident	Oppose Program Cancellation- Fine Arts; Impacts to North Island and Access	1
Anne Cumming	NIC Faculty (retired) & Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community and Economy	1
Susan Doyle	Artist	Oppose Program Suspension- Fine Arts; Impacts to Community and Economy	1
Steve Lackey	NIC Program Advisory Committee Member, Coastal Forestry Certificate and Coastal Forestry Technology Diploma Programs	Oppose Program Suspension- Coastal Forestry; Impacts to Forestry Industry	1
Hawthorne Nyberg	NIC Alumni	Oppose Program Suspension- Fine Arts; Impacts to North Island and Access	1
Thalita Forray	NIC Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Shawn Crawford (La-kwa sa muqw Forestry)	Business Representative	Oppose Program Suspension- Coastal Forestry; Impacts to Forestry Industry	1
Tracy Kobus	Artist	Oppose Program Suspension- Fine Arts; Impacts to Community and Economy	2
Tina Podlasly (Strategic Natural Resource Group)	Business Representative	Oppose Program Suspension- Coastal Forestry; Impacts to Forestry Industry	1
Gary Ward (Coastal Bliss Adventures)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Nick Ward (The Update Company)	Business Representative	Oppose Program Suspension- Digital Design and Development; Impacts to Community and Economy	1
Maggie Norman (Comox Valley Printmakers)	Business Representative	Oppose Program Suspension- Fine Arts; Impact to Community and Economy; Fiscal Pressures	1
Jorden Smith	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Rural Learners and Access	1
Kevin Snaden	NIC Alumni	Concerns- Program Suspension, Fiscal Strategy, and Governance	2
Josephine Fletcher	Artist	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Jessica Pelletier	NIC Alumni	Oppose Program Suspension- Digital Design; Impacts to Access	1
Carmen Letcher	Artist	Oppose Program Cancellation- Fine Arts; Impacts to Students	1
Jack Moors	NIC Alumni	BC Colleges Funding Crisis	5
Alex Dunae	NIC Tech Advisory Committee Chair	Oppose Program Suspension- Digital Design and Development; Impact to Community and Economy; Fiscal Pressures	1
Kevin Smith (Maple Leaf Adventures)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Ewen Steel	UVIC Student	Oppose Program Suspension- Fine Arts; Impacts to Students, Community, and Economy	1
Joe Schwartz (Island Alpine Guides)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Tim McGrady (Berry Island Wilderness Lodge and Alder Bay RV Park & Marina)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Kevin Bradshaw (Hello Nature Adventure Tours and SKILS)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Billie Blue	NIC Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community and Access	1
Jessica North-O'Connell	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community and Mental Health	1
Thalita Forray	NIC Alumni, Artist	Oppose Program Cancellation- Fine Arts; Impacts to Community, Economy and Mental Health	2
Dibya Sarkar	NIC Faculty, Digital Design + Development	Oppose Program Suspension- Digital Design and Development; Impact to Community and Economy; Fiscal Pressures	1
Viki Cirkvencic (Comox Valley Kayaks & Canoes)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Jim DeHart (Legacy Tourism Group)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
MLA Brennan Day	MLA, Courtenay-Comox	Stable Funding for Post-Secondary Education	1
Mollie Cameron (Commercial Bear Viewing Association)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Anais Barnes (Campbell River Whale Watching)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Anais Barnes (Wildcoast Adventures)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1

Finn Steiner (SKILLS- Sea Kayak Instruction & Leadership Systems)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Darrell Tomkins	Community Member, Emeritus- University of Alberta	Oppose Program Suspension- Fine Arts; Impacts to Community, Economy and Access	1
Scott Wallace (Pacific Sounds Lodge)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Judith Marriott	NIC Faculty, Business	Oppose Program Suspensions- Business Management and Business Administration Marketing; Impacts to Students and Programs	1
Stephen McIntosh	NIC Faculty, Furniture Design & Joinery	Oppose Program Suspension- Furniture Design & Joinery; Enrolment, Financial Efficiency; Impacts to Community and Economy	1
Dave Pinel	NIC Faculty (retired) & Alumni	Oppose Program Suspension- Adventure Guiding; Impacts to Community and Economy	2
Betty Carlson	NIC Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community, Access and Mental Health	1
Nicole Warrington	Artist and Teacher, SD #69 & 71	Oppose Program Suspension- Fine Arts; Impacts to Community and Mental Health	1
Cathy Albrecht	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Emma Doyle	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Margo McLoughlin	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community	1
Lindsay Long	NIC Alumni	Oppose Program Cancellation- Fine Arts; Impacts to Community, Access and Mental Health	1
Calum Matthews (4VI Group)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Jocelyn Reakie	Curriculum Chair, Campbell River NIC Elder College	Oppose Program Cancellation- Fine Arts; Impacts to Community and Economy	1
Cassandra Zerebeski (Tourism Industry Association of British Columbia- TIABC)	Business Representative	Oppose Program Suspension- Adventure Guiding; Impacts to Outdoor Recreation Industry	1
Lisett Raposo	Community Member	Oppose Program Cancellation- Fine Arts; Impacts to Community and Mental Health	1
Dale Graham	NIC Student	Oppose Program Suspension- Fine Arts; Impacts to Students and Economy	1
Gabriella Wong Hernández	NIC Student	Oppose Program Suspension- Fine Arts; Impacts to Students and Access	1



June 10, 2025  
Our Ref. 146181

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

Email Address: [bog@nic.bc.ca](mailto:bog@nic.bc.ca)

Dear Patricia Trasolini:

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

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

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

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

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**Ministry of Post-Secondary  
Education and Future Skills**

Office of the  
Minister

Mailing Address:  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2



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

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

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

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

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

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

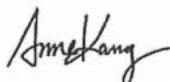
I expect you to ensure the important priorities and areas of focus listed in this letter are incorporated into the practices of your organization and as you develop plans to address the following priorities:

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

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

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

Sincerely,



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

Distribution list to follow

.../4



pc: Honourable David Eby, KC  
Premier  
[Premier@gov.bc.ca](mailto:Premier@gov.bc.ca)

Shannon Salter, Deputy Minister to the Premier, Cabinet Secretary and Head of the BC  
Public Service  
Office of the Premier  
[OOP.DMO@gov.bc.ca](mailto:OOP.DMO@gov.bc.ca)

Douglas S. Scott, Deputy Minister and Secretary to Treasury Board  
Ministry of Finance  
[Douglas.S.Scott@gov.bc.ca](mailto:Douglas.S.Scott@gov.bc.ca)

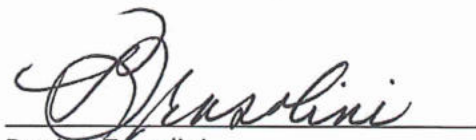
Elenore Arend, Associate Deputy Minister, Crown Agencies Secretariat  
Ministry of Finance  
[FINCASDM@gov.bc.ca](mailto:FINCASDM@gov.bc.ca)

Trevor Hughes, Deputy Minister  
Ministry of Post-Secondary Education and Future Skills  
[PSFS.DeputyMinister@gov.bc.ca](mailto:PSFS.DeputyMinister@gov.bc.ca)

Chris Rathbone, Assistant Deputy Minister  
Ministry of Post-Secondary Education and Future Skills  
[PSFS.ADMPost-SecondaryPolicyandPrgms@gov.bc.ca](mailto:PSFS.ADMPost-SecondaryPolicyandPrgms@gov.bc.ca)

Dr. Lisa Domae, President and CEO  
North Island College  
[lisa.domae@nic.bc.ca](mailto:lisa.domae@nic.bc.ca)

Emily Haagerup, Assistant to the President and Board  
North Island College  
[emily.haagerup@nic.bc.ca](mailto:emily.haagerup@nic.bc.ca)



Patricia Trasolini  
Chair, North Island College  
Date: June 19, 2025



January 26, 2026  
Our Ref. 148943

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

Email Address: [lisa.domae@nic.bc.ca](mailto:lisa.domae@nic.bc.ca)

Dear Dr. Lisa Domae:

On behalf of the Ministry, I would like to thank you for North Island College's (NIC) Institutional Accountability Plan and Report (IAPR) for the 2024/25 reporting cycle. IAPRs demonstrate accountability for the public's investment in post-secondary education and are an important record of how post-secondary institutions are supporting students and the labour market.

I am pleased to advise that my team has reviewed the report, and the following feedback is provided.

Your institution has done well to address the priorities from the Minister's Mandate Letter in its IAPR. Your institution's efforts and the mandate priorities create momentum for future collaboration and advancing shared goals.

We are pleased to recognize NIC's overall performance measure results and success in achieving or substantially achieving nearly all its Ministry-established performance measures. I appreciate NIC's ongoing efforts to address enrolment challenges, and I look forward to seeing the impact of the college's Strategic Enrolment Management planning framework on future reporting, especially for total student spaces and Developmental programs.

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

Sincerely,



Joanna White  
Assistant Deputy Minister  
Labour Market Development and Immigration Division  
Ministry of Post-Secondary Education and Future Skills

pc: Chelsea Chalifour, Executive Director  
Labour Market Development and Immigration Division  
Ministry of Post-Secondary Education and Future Skills



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## NEWS RELEASE

For Immediate Release  
2025PSFS0056-001159  
Nov. 25, 2025

Ministry of Post-Secondary Education and Future Skills

### **Province reviews public post-secondary system to ensure long-term sustainability**

VICTORIA – The Province is launching an independent review to strengthen the public post-secondary education system and ensure it is sustainable and well-positioned to support people in British Columbia and B.C.’s economic growth.

“One of the key pillars of the government’s jobs and economic plan, Look West, is ensuring British Columbia has the skilled workforce required to meet future challenges,” said Jessie Sunner, Minister of Post-Secondary Education and Future Skills. “A strong and resilient public post-secondary system is fundamental to building that workforce and driving B.C.’s economic growth. Public post-secondary institutions must be prepared to respond to these evolving needs.”

Public post-secondary institutions in B.C. are facing significant financial pressures, largely due to factors such as unilateral federal reductions to study permits for international students, global inflation and declining domestic enrolment. As a result, many post-secondary institutions are in a critical position, with widening gaps between revenues and expenses. To address this, the ministry is launching a review with a holistic approach to sector-wide sustainability to establish a clear path forward to stabilize institutions in the short term and to build a foundation for long-term financial sustainability and operational resilience.

The independent review is being led by Don Avison, KC, former B.C. deputy minister and former board chair of Emily Carr University of Art + Design. Avison will deliver a report with recommendations by March 15, 2026, that will guide government’s work to keep the system accessible, affordable, sustainable and aligned with provincial economic priorities.

“The review presents an opportunity to look at both near- and longer-term sustainability issues in post-secondary education and training. I welcome the opportunity to consider how best to address the challenges that lie ahead,” said Avison. “I look forward to hearing the perspectives of students, faculty, staff, institutional leaders, and First Nations and other Indigenous partners.”

This review will ensure B.C.’s public post-secondary system continues to deliver high-quality, relevant programs that are responsive to the needs of people in the province and align with labour market needs, while balancing the need to maintain regional access and recognize the economic and social contributions institutions make to their local areas.

In 2021 and 2022, the ministry worked closely with the post-secondary sector to gather input about how the Province funds operations at B.C.’s public institutions. Because of the dramatically changed landscape, the information collected three years ago no longer addresses the environment that post-secondary institutions face.

This review takes a broad, holistic approach to sector-wide sustainability and will cover the following areas:

- Governance and operations: Examine the structure of B.C.'s public post-secondary system to reduce duplication, streamline service delivery and improve overall efficiency.
- Program delivery: Identify ways to deliver programs more effectively within existing budgets, ensuring that institutions are effectively preparing graduates with relevant skills and training.
- Financial sustainability: Explore broad opportunities to address both short-term and long-term financial challenges.

**Learn More:**

For the review's terms of reference,

visit: [https://news.gov.bc.ca/files/ReviewofSectorSustainability\\_TermsofReference.pdf](https://news.gov.bc.ca/files/ReviewofSectorSustainability_TermsofReference.pdf)

A backgrounder follows.

**Contact:**

Ministry of Post-Secondary Education and  
Future Skills  
Media Relations  
250-889-9334

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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)

# **Modernizing the Public Post-Secondary Education Sector in British Columbia: A Review of Sector Sustainability**

## **TERMS OF REFERENCE**

### **Background:**

British Columbia's public post-secondary education system is a diverse network of institutions, including universities, colleges, technical institutes, and Indigenous-led higher education providers that serve learners from traditional undergraduate and graduate students to professionals seeking continuing education, trades training, and specialized certification. The system is designed to balance regional access, workforce development, and academic excellence and to support research, innovation, and industry partnerships.

Each public post-secondary institution (PPSI) varies in size, academic mandate, scope of operations, and capacity – they are established under one of the *University Act*, *College and Institute Act*, *Thompson Rivers University Act*, and the *Royal Roads University Act*. There are varying authorities and powers established under these statutes that affect the educational mandates, scope of program delivery, and institutional operations, as well as the nature of the relationship between government and individual PPSIs, especially when it comes to the type and level of direction government can provide on education, operational and/or financial matters. The legislative framework also establishes a bicameral governance structure for most PPSIs, which requires collaborative decision making between Boards of Governors and Senates/Education Councils and embeds institutional autonomy as a fundamental principle, enabling institutions to operate independently of government with respect to academic, operational, and financial decision-making, while remaining within the broader public sector. However, government does play a role in setting policies and providing direction in certain areas that can affect institutional operations.

### **Context & Current State:**

#### *Looking Back – How We Got Here*

For many years, PPSIs were encouraged to expand program offerings in response to diverse student preferences to study/train in a range of sectors, modalities, and locations, as well as in response to increasing student demand, driven by growing numbers of international students. Over time, this expansion resulted in the same or similar programs being offered at multiple institutions, often within close geographic proximity to one another, as each institution was expected to offer comparable types of programming within their respective regions. This expansion of programming across the sector over several decades also included the establishment of new brick-and-mortar facilities in a range of communities outside of main campus hubs.

Presently, most PPSIs are under mounting operational and financial pressure due to several compounding challenges. Rising operational costs, including above-average inflation, combined with abrupt, large-scale revenue losses from unilateral changes from the federal government have created substantial pressures for most institutions at a time when many were still recovering from the impacts of the pandemic. The system is not structured to adapt quickly in response to such dramatic shifts in the financial environment.

On the expenditure side, PPSIs have experienced difficulties in reducing expenditures quickly due to constraints within the governance, operating and policy environment – it is more straightforward for them to add programs and services (when revenues permit) than it is to scale back or eliminate them. Right now, there are many programs across the province running with low enrolment numbers and many buildings, especially satellite campuses, operating at very low capacity.

On the revenue side, international enrolment is significantly curtailed as a result of federal policy decisions that have caused large and rapid revenue losses. With respect to domestic enrolment, numbers of students enrolling at most PPSIs have been static or declining. British Columbia's PPSIs are now competing with one another – and their higher education counterparts across the country – for a shrinking pool of students, while grappling with rising costs of program delivery and increasing demands for student services and supports over time. The sector is experiencing mismatches between the actual cost vs. available revenues to deliver programs and material discrepancies in tuition fees being paid across institutions for the same or similar programs. The resulting revenue inequities have ultimately led to discrepancies amongst institutions in the level of programming and other supports institutions are able to offer to students.

The current situation is unprecedented for this sector. Coming out of these recent federal decisions, most PPSIs are struggling financially and many are now in a critical position, with large – in some cases growing – gaps between total expenditures and available revenues. An increasing number of PPSIs are in a deficit position or anticipate being there soon and are using their cash reserves to pay for those deficits each year. As of the current fiscal year, 20 of 25 PPSIs are forecasting at least one annual deficit between now and fiscal 2028/29.

This matters not only because PPSIs' cash reserves are finite (deficits cannot go on forever without risking insolvency), but also because PPSIs are part of the Government Reporting Entity, which means that their financial health directly impacts the province's fiscal outlook. In this context, the status quo cannot continue – changes are going to be necessary going forward.

### *Looking Ahead – Where We Need to Go*

A strong, resilient and sustainable public post-secondary education sector is key to building the workforce required to position British Columbia as the engine of economic

growth in Canada, consistent with the direction articulated in government's recently-released Industrial Strategy, Look West (<https://news.gov.bc.ca/releases/2025JEG0052-001128>). This Strategy will drive the foundational projects, programs, investments, infrastructure, and policies necessary for British Columbia to remain competitive, innovative and productive, especially in the face of Canada's evolving trade relationship with the United States. A key pillar of the Strategy is ensuring British Columbia has the workforce needed to meet this challenge and PPSIs must be prepared to respond. To do this, it is imperative that the public post-secondary education sector is financially sustainable and operationally resilient and nimble over the long-term and that individual institutions are positioned to deliver relevant programming that is aligned to provincial and regional economic priorities and associated labour market needs, without competing against each other. Put simply, the sector needs to be positioned to deliver the right programs, in the right places, at the right times to the people who need them as efficiently as possible.

The July 2025 mandate letter for Honourable Jessie Sunner, Minister of Post-Secondary Education and Future Skills' (PSFS) directs the Ministry to review services to ensure they remain relevant, are efficient, and keep costs low. [REDACTED]

A large injection of permanent, net new funding for the sector is not expected given the fiscal reality, which means other strategies will need to be explored both to address immediate financial pressures and improve long-term financial sustainability across the sector.

Work is needed to establish a clear pathway forward, including actionable recommendations on how to improve sustainability and operational resiliency within the sector as a whole, recognizing the pivotal role that this sector plays in British Columbia's growing economy and communities. This work should find ways to make best use of the resources available, considering opportunities for structural and programmatic realignments and/or rationalization; alternative program and service delivery models; administrative efficiencies and shared services; opportunities to improve the revenue outlook of individual institutions and the sector as a whole; and opportunities to incentivize programs that align with government priorities and workforce needs.

While many institutions already collaborate on program development and delivery and participate in shared services, more significant structural realignments are likely required to streamline academic and/or administrative functions and cost, reduce unnecessary duplication and administration, ensure alignment with provincial economic priorities and improve long-term resiliency. Such efforts should be carefully balanced with the need to preserve accessible and affordable education, regional access, support pathways for Indigenous and learners of other diverse backgrounds, and acknowledge the economic and social contributions of institutions to their local communities. Any proposed changes

should also consider current legislative frameworks, governance models, labour relations, and potential implementation costs. Further and most importantly, any proposed changes must position the sector well to deliver on the Industrial Strategy, developing the provincial workforce across all priority sectors – from marine to artificial intelligence to aerospace to mining to life sciences.

The Ministry is initiating an independent review with the goal of establishing a clear pathway forward to 1) stabilize institutions in the short-term and 2) set the sector up to be financially sustainable and operationally resilient and nimble over the long-term.

## **The Review:**

### *Scope*

The review will undertake an evidence-based assessment, identifying recommendations for improving the effectiveness and long-term sustainability of British Columbia's public post-secondary system, including assessing the sector's organizational and operational efficiency, evaluating revenue opportunities, and exploring ways to modernize the sector overall. All aspects of sector-level governance and organizational structures as well as institutional-level operations, including academic program delivery, support services and administrative functions, are in scope for this review. As part of this work, it is understood that all sources of sector revenues will also need to be considered, especially in the context of implementation planning.

### *Approach and Objectives*

The review will be conducted by Don Avison, KC, former BC Deputy Minister, former president of the RUCBC, and former Chair of the Board of Governors of Emily Carr University of Art and Design. Mr. Avison has resigned from his role as Chair for the duration of his appointment. Supported administratively by a team within the Ministry, Mr. Avison is expected to:

1. Make recommendations on the governance and operational structure of the public post-secondary education system in British Columbia going forward:
  - Consider the existing organizational and administrative structure of the public post-secondary system in relation to the issues and challenges that lie ahead. Identify opportunities for consolidation of institutions and/or functions, reducing duplication across the system and laying the groundwork for more efficient, effective program and service delivery long-term especially considering changing enrolment and cost pressures.
  - Identify opportunities to streamline and improve service delivery outcomes, operational effectiveness and long-term financial resilience to ensure sector-wide financial sustainability while considering labour market demands, government

priorities, community needs, and resources needed for student supports.

2. Recommend program delivery improvements within the context of the proposed governance and operational structure identified in #1 above.
  - Consider ways to reduce programmatic duplication across institutions, efficiently design and deliver programming that aligns with provincial economic and labour market priorities and incentivize collaboration (not competition) amongst institutions to the greatest extent possible within academic, vocational, and research spheres.
  - Identify opportunities to strengthen programs and services provided to students within existing budgets, including efficient use of resources and consideration of opportunities to improve the trades training system and the credit transfer system as students move between institutions and programs.
  - In order to assess how effectively institutions are preparing graduates with relevant skills, and training, explore strategies to expand co-op, apprenticeship, and work-integrated learning opportunities.
3. Identify opportunities to adjust and/or improve revenues in order to move towards financial sustainability and address both short- and long-term financial challenges while assisting the sector in implementing changes identified in #1 and #2 above.
  - Identify opportunities to improve PPSIs' revenue outlook in the short-term, with the goal of stabilizing operations and preparing the sector for change.
  - Consider how existing revenue and funding models may need to be adjusted over the long-term to align with the governance and program delivery structures identified above, supporting institutional mandates and program delivery requirements.
  - Review tuition policies in a way that is fair, transparent, and equitable, with a focus on correcting anomalies rather than implementing broad-based increases.

### *Guiding Principles*

- Alignment with provincial priorities: The public post-secondary education system needs to be responsive to provincial economic and social priorities, including enabling accessibility for all learners to high-quality and affordable education programming and delivering programs in ways that meet provincial and regional labour market needs without duplication of and/or redundant programming.
- Economic and social impact: PPSIs play a role as provincial and regional anchors that contribute to local and provincial economic and workforce development, as well as community vitality. It is important that this role is acknowledged.
- Lasting and meaningful reconciliation: Through supporting the success of Indigenous learners, PPSIs have a role to play in advancing reconciliation with Indigenous peoples and implementing the *Declaration on the Rights of Indigenous Peoples Act*.

- Incentivize collaboration: The public post-secondary education sector needs to focus on best practices to operate as a cohesive, connected, collaborative system, rather than structured to compete.
- Consultation and engagement with stakeholders: Analysis and recommendations should reflect input from those ultimately impacted.
- Excellence: Build on the strong foundation of BC's respected post-secondary system.

#### *Deliverable and Timelines*

- The review will begin in November 2025. The final report will be a clear, practical roadmap documenting key findings, outlining recommendations, and laying out proposed next steps. The report will assist government in ensuring the post-secondary system is affordable for students, sustainable for institutions, efficient in the use of public resources, and aligned with government priorities and the opportunities and challenges of the future economy. The report will be submitted by March 15, 2026.



November 25, 2025

## Provincial Post-Secondary Review

Dear colleagues,

Earlier today, the Ministry of Post-Secondary Education and Future Skills announced an [independent review](#) of B.C.'s public post-secondary system. The goal of this review is to help ensure our sector remains accessible, sustainable and supports the province's long-term economic priorities.

NIC is ready to participate fully in this process. A strong, sustainable public post-secondary sector is essential to healthy communities, vibrant regional economies and the success of important initiatives such as B.C.'s [Look West Strategy](#).

Here at NIC, we continue to focus on the essential work already underway to support our own long-term sustainability. As you know, we are undertaking an expedited college-wide review of our programs, services and operations to manage our deficit and adapt to the changing realities facing our sector. This work, required by the Ministry, is challenging but necessary as we plan for the years ahead.

Through all of this, our purpose remains clear. NIC continues to deliver high-quality education for students across our region. We prepare job-ready graduates who contribute to B.C.'s evolving labour market needs, while upholding our commitment to lasting Reconciliation with Indigenous partners. We also remain deeply connected to the communities we serve. Our adaptability, partnerships and commitment to meaningful learning continue to guide everything we do.

Our advocacy work also continues, both provincially and federally, as we share NIC's strengths and reinforce the essential role our college plays in the regions we serve.

I know that announcements like today's, combined with the challenges we are navigating together, may feel unsettling. If you're finding this time especially challenging, I encourage you to reach out. Confidential support is available through our [Employee and Family Assistance Program](#).

Thank you for everything you do to support students, our college and the communities we serve. I will continue to update you as more information becomes available.

With gratitude,



Lisa Domae, PhD, RPP  
President and CEO

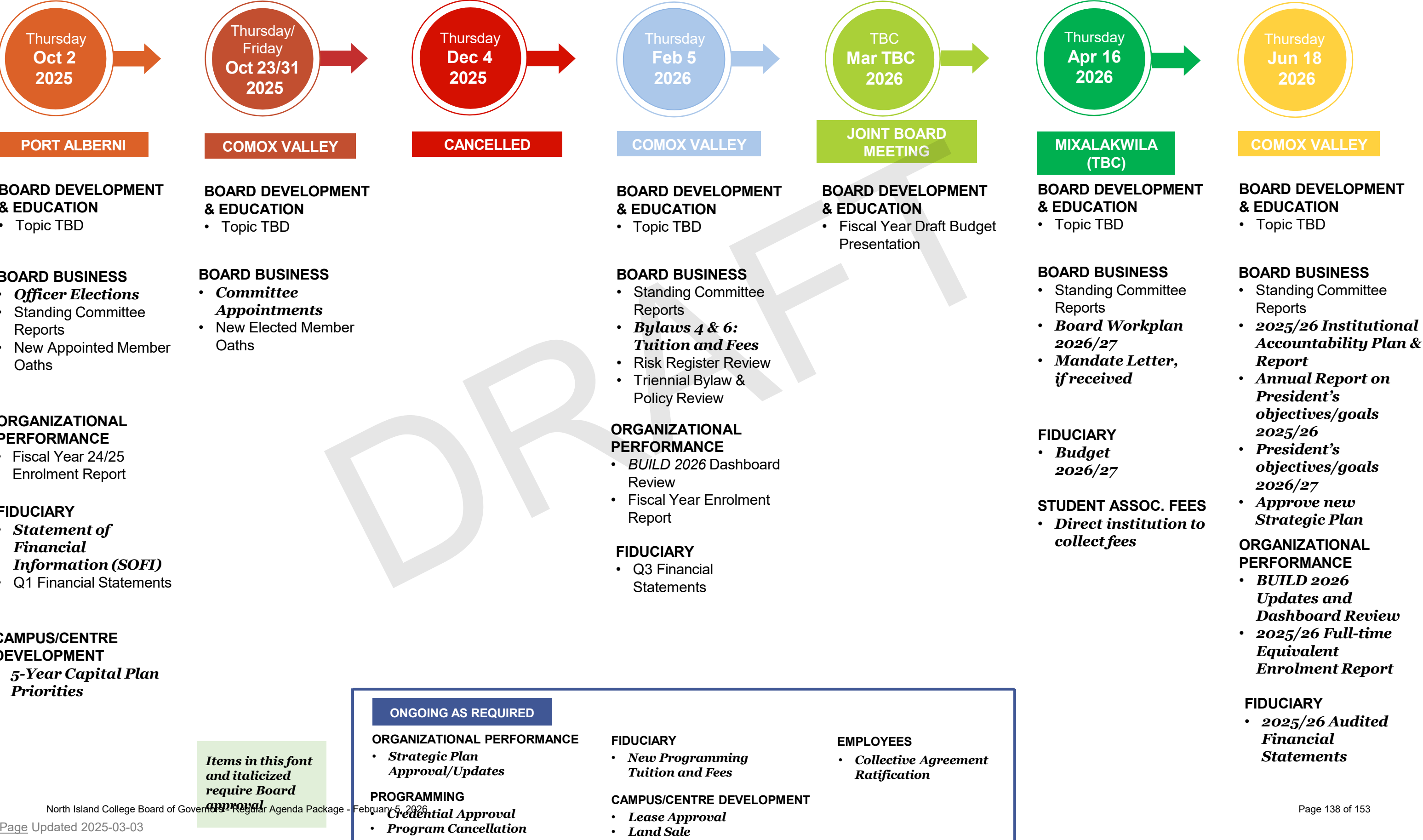
*North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuw-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.*



# 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.



# College & Community 2025/2026 Upcoming Events

## MISSION

Working together, NIC builds healthy and thriving communities, one student at a time.

## VISION

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

	September 2025	October 2025	November 2025	Dec 2025/Jan 2026	February 2026	Mar/Apr 2026	May/Jun 2026
Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
<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
Community Engagement Events (optional)							
				<b>Dec 4</b> <b>Campbell River</b> Campbell River Holiday Lunch			
NIC College Engagement Events (optional)							
	<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 TBD</b> <b>Location TBA</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 TBC</b> <b>Port Alberni</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>Campbell River</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 16</b> <b>Comox Valley</b> Convocation

<b>CONTINUING EDUCATION AND TRAINING (CET)</b>
------------------------------------------------

**Comox Valley**

*Submitted by Sherryl Eagle, CE Program Officer*

**Animal Care Aide**

A robust cohort of Animal Care Aides are well on their way through the 8-month program to becoming certified animal care aides. Fall 2025 marks the return to in-person classes for this program since Covid in 2020!

**Stronger BC Future Skills Grant Program:**

**Applied Solar Photovoltaic Installation**

In late October, a cohort of 8 students came together at CV Campus to learn about Solar PV and battery energy storage systems. This intensive program covered the basics of safety protocols all the way to designing and layout of a PV system. Battery energy storage system basics, safety and installation topics were also covered. The students all finished the course with a practical skill set, valuable in the renewable energy system industry.

**Campbell River**

*Submitted by Lorraine Hagan, CE Program Officer*

**Stronger BC Future Skills Grant Program:**

**Applied Solar Photovoltaic Installation**

A solar panel installation training program will take place in Campbell River from March 2 to 12 to provide training to students in Solar PV and battery energy storage systems. This program will cover the basics of safety protocols from designing to layout of PV systems along with battery energy storage system basics, safety and installation. The students will gain skills that are in demand in the growing renewable energy system sector.

**Marine Essential Plus: Enhanced**

Continuing Education and Training students enrolled in the Marine Essentials Plus: Enhanced program recently got some hands-on experience. The program covers all the Transport Canada certifications and skills needed to start a career in the marine industry. The class visited Qaya Way West Transportation, to learn about water tourism, crew boat and water taxi industry. After an engaging chat with GM Jason Johnson and Customer Service representative Emberlee Nuttal, the class watched a vessel pre-trip inspection of the “Nauti Cat” vessel. The students also enjoyed a one-hour tour of the Coast Marina in Campbell River from Operations Coordinator and Captain Shale Byrne, allowing students the opportunity to get some hands-on exposure to what life on the water is like.



As part of the Stronger BC Future Skills Grant program, Marine Essentials Plus: Enhanced will be offered again from January 7 to 30, 2026, with another tour scheduled for January 20. Additionally, a third program offering will take place from February 26 to March 26.

### **BC Wildfire Essentials**

In response to a very active wildfire season, the BC Wildfire Essentials program will take place in Campbell River with funding available from the StrongerBC Future Skills Grant. Participants will gain hands-on experience and earn industry-recognized certifications in fire behavior and basic suppression techniques, pump operations and water delivery systems, helicopter safety and air tanker coordination, First Aid, and Incident Command Systems (ICS). Learners will gain practical skills that can open pathways to employment as wildland fire crew members.

### **Port Alberni**

*Submitted by Leanne Moore, CE Program Officer*

### **Fundamentals of Sustainable and Innovative Manufacturing Microcredential**

Alberni Valley Makerspace was awarded a Rural Diversification and Infrastructure Program (REDIP) grant that supports a partnership with CET to develop and deliver the Fundamentals of Sustainable and Innovative Manufacturing Microcredential. As part of this initiative, this introduction to hands-on manufacturing technologies micro-credential program spans six weeks and is designed to equip participants with both theoretical knowledge and practical skills in advanced manufacturing technologies. The program is ideal for individuals looking to enter the Innovation, Blue, and Creative Economies or transition from industries like forestry into high-demand manufacturing sectors. It follows a hybrid model that blends fast-paced production environments, where they will conceptualize, plan and execute their own projects using newly introduced tools and software. This hands-on approach fosters critical thinking and problem-solving skills while providing direct experience with advanced technologies, such as 3D printing, laser cutting and engraving. Students will also learn to repurpose materials like plastics, using the resources available at the Alberni Valley Makerspace to promote sustainable design and innovation.





The first intake began on Oct 28, 2025, with a full cohort of 8 students. We will be delivering additional intakes in spring and fall of 2026 as well.

### **Boat Repair and Engine Maintenance Workshop**

NIC's CET and Indigenous Education have partnered with Ha'oom Fisheries Society to develop and deliver a hands-on course designed for boat owners seeking a practical understanding of small fishing vessel systems and an introduction to emergency preparedness. Through a combination of classroom instruction and hands-on application, participants will gain essential knowledge and skills for basic maintenance and repair and troubleshoot key onboard systems with safety in mind. The first intake took place the week of November 24 in Tofino, with additional intakes planned for Ahousaht, Gold River, and Port Alberni.

### **Marine Training Contracts**

CET successfully delivered two-week Marine training contracts for our valued community partner, Coastal Restoration Society (CRS), in both Port Alberni and Campbell River. The training included Small Vessel Operator (SVOP), Small Domestic Vessel Basic Safety (SDV-BS), Restricted Radio Operator Certificate (ROC-M), and Marine Basic First Aid for 24 CRS employees, supporting local capacity and sustainable marine operations for coastal communities.

### **Green Building Foundations/ Manufacturing & Deconstruction**

Through the Synergy Foundation and the Canada Retraining and Opportunities Initiative, CET will be delivering Manufacturing and Deconstruction & Green Building Foundation programs:

- The Green Building Foundations & Manufacturing program is scheduled to begin in March. It is a 5-week training initiative designed to equip participants with safety certification and introduce skills for careers in the construction and manufacturing industry. IGV Housing, a new manufacturing plant in Port Alberni, will be recruiting potential employees to attend the program before starting their positions at IGV.
- The Building Deconstruction and Construction Training Program is scheduled to start in May and is a 6-week program designed to prepare participants for careers in building deconstruction, salvage, and skilled labor roles within the construction industry. The program includes safety certification, participants will learn to handle hazardous materials, build scaffolding, perform general labor, and use construction tools and equipment. In addition to deconstruction, construction skills will cover key topics including safe work practices, proper use of personal protective equipment (PPE), tool handling and maintenance, understanding carpentry materials and systems, and building an entry-level project.

## **Stronger BC Future Skills Grant Programs:**

### **Applied Human Resources Practitioner Microcredential**

This fall, through the Stronger BC Future Skills Grant funding, CET is offering 15 students a 12-week online course designed to build foundational human resources skills aligned with Canadian standards. Tailored for small and medium-sized businesses and not-for-profit organizations, the program equips administrative staff, managers and business owners with practical tools to manage recruitment, retention and compliance, especially in settings without dedicated HR departments.

### **Building Service Worker Comprehensive**

CET hosted a 2-week Building Service Worker Comprehensive at the Port Alberni campus in November 2025. The program includes key certifications needed to work in private and public-sector buildings, including Building Services Worker Fundamentals, Hard Floor Care, Commercial Carpet Cleaning, WHMIS, FoodSafe & First Aid.

### **BC Wildfire Essentials**

Following another devastating wildfire season during the summer of 2025 in the Alberni Valley region, the urgency to build local capacity has never been greater. In response, the BC Wildfire Essentials program will be offered this winter through funding from the StrongerBC Future Skills Grant. This comprehensive training initiative is designed to protect communities by preparing 15 individuals for frontline wildfire response. Participants will gain hands-on experience and earn industry-recognized certifications in fire behavior and basic suppression techniques, pump operations and water delivery systems, helicopter safety and air tanker coordination, First Aid, and Incident Command Systems (ICS). By equipping learners with practical skills, the BC Wildfire Essentials program opens pathways to employment as wildland fire crew members.

### **Applied Rural & Indigenous Community Economic Development Micro-Credential Program**

The Ministry of Post-Secondary Education and Future Skills awarded North Island College funding to develop a micro-credential program to help create more skilled workforces that will promote economic resilience and support the current and future needs of rural and Indigenous communities. The program is an NIC-led joint venture with six other participating public rural colleges. NIC has formed an advisory committee to engage with local communities, industry experts, and First Nations to build a program and curriculum plan that best aligns with the visions and needs of those communities. To support meaningful consultation with partners across the province, we have requested a project extension. Our revised timeline includes completing curriculum development and launching the first course in spring 2026, followed by the remaining program rollout in fall 2026.

## **ARTS, SCIENCE AND MANAGEMENT**

*Submitted by the Faculty of Arts, Science & Management (FASM)*

### **Grant from Prostate Cancer Foundation Canada (PCFC)**

Congratulations are due to Dr Rishi Somvanshi (Department of Math & Science) who secured a generous grant from PCFC in support of a Knowledge Translation (KT) initiative titled: "Applied Biochemistry for Knowledge Translation: Exploring Prostate Cancer in an Undergraduate College Lab". This project will support the development of a new lab module for our Island Pre-Health Science program. The lab(s) in question, BIO 301 and/or BIO 330, will now incorporate prostate cancer knowledge and related topics to enhance integrative learning opportunities for our

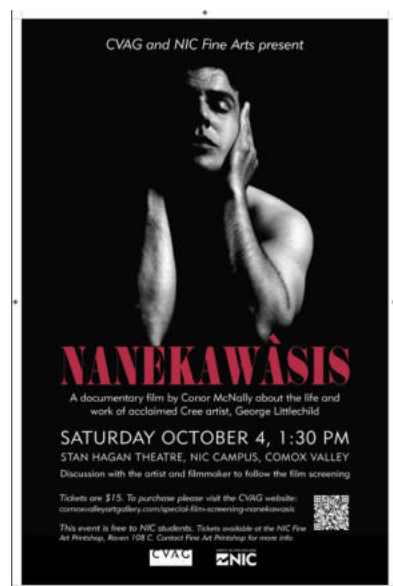
students.

### **Fine Arts Fall 2025 Artist Talk with George Littlechild and filmmaker Conor McNally**

The Fine Arts department organized an Artist Talk with award winning Indigenous artist, George Littlechild. In collaboration with the Comox Valley Art Gallery, the screening of the Littlechild biography *nanekawâsis* was followed by a lively and humour-filled Q & A session with the artist (Littlechild), the filmmaker (McNally) and NIC's own Linda Perron and Elizabeth Russell, alongside Glen Sanford, Executive Director of the Comox Valley Art Gallery, and Denise Lawson, Director of Curatorial Programming. The event took place in the Stan Hagan theatre in the afternoon of 04 October. The popularity of Littlechild is evident as only a handful of seats remained unclaimed. All in all, it was an amazing event.

Fun Fact: The screening of *nanekawâsis* was the 143rd Artist Talk presentation for the Fine Arts Program.

Special thanks to Glen Sanford, Denise Lawson and Rhea Whitehead, CVAG Curatorial Assistant, Sara Vipond (who coordinated the collaboration for the screening with the gallery), Elizabeth Russell (who co-facilitated the discussion with George Littlechild and Conor McNally with Denise Lawson), Gabriella Hernandez – Fine Art Student (Raven Hall Gallery Assistant) and Tyler Hyrko Lab Tech, Fine Art and Digital Design who provided assistance during the event - as well as many other staff, faculty and volunteers.



### **Work Integrated Learning (WIL) Networking Event**

Organized by our resident WIL coordinator, Anita Budisa-Bonneau, the WIL department held an informative mixer at Crown Isle Resort on 22 October, 2025. Our Business and Tourism & Hospitality Management students were invited to participate, learn and network. According to Anita's invitation:

This is a casual networking event—not a job fair—designed to help students learn more about local and regional organizations, and speak to representatives about their role, industry trends, and potential career opportunities. It's a great chance for organizations to raise their company profile on campus while connecting with students, faculty, staff, and other local businesses and celebrating our programming.

Along with students and faculty, a number of College administrators attended the event. Our VPA, Tony Bellavia, was there to welcome students and local business leaders, and offer



encouragement to NIC students looking for employment opportunities. A massive thanks to Anita for making all the arrangements.

## HEALTH AND HUMAN SERVICES

### Bachelor of Science in Nursing Scholarship Day

*Submitted by Heidi Deagle, Instructor, Bachelor of Science in Nursing*

On November 12, 2025, Year 4 students in NIC's Bachelor of Science in Nursing (BSN) Program hosted the annual Scholarship Day at the Courtenay Campus. This event provided attendees an opportunity to view the scholarly work of BSN students, and to participate in meaningful dialogue on important and interesting topics related to healthcare, nursing education, and patient experiences. Students presented their research questions and systematic inquiry results with professional conference-style posters and engaged in dialogue directly with attendees. Topics included imposter phenomenon, gamification & application of technology in nursing education, engaging with rural Indigenous communities to advance health equity, and use of virtual reality for skill development. Scholarship Day highlights the vital role of research and evidence-based practice in nursing. This event also brings attention to the scholarly contributions of BSN students related to current critical issues and fosters community building among BSN student cohorts.

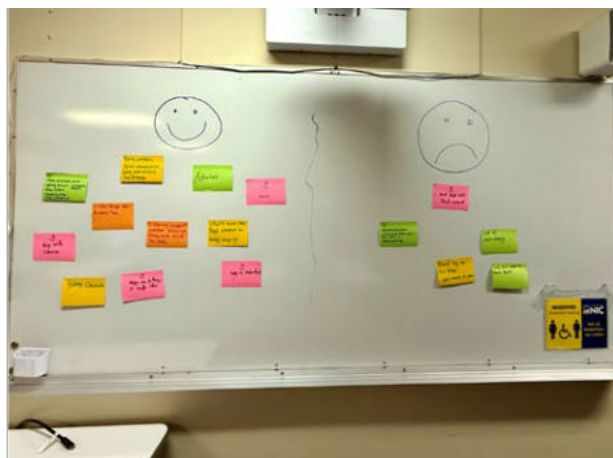


### Fostering Person-Centered Support Through Student Collaboration

*Submitted by Amanda Pope, Instructor, Human Services*

The Human Services (HSW) students recently welcomed the Accessible Education and Training (AET) students into their HSW 164 class for a collaborative learning event focused on building

understanding and empathy in support roles. During the session, the AET students served as mentors, sharing their personal experiences to help future community support workers and education assistants understand what truly makes a difference in providing quality support. They highlighted the characteristics of effective and compassionate support professionals, while also offering valuable insights through stories about less helpful experiences. The event provided an authentic and meaningful exchange, strengthening the Human Services students' awareness of how to provide respectful, person-centered support.



### **Strengthening Community Partnerships, Culture, and Justice**

*Submitted by Kerri Lowey MacKenzie, Instructor, Human Services*

The Human Services Department continues to build strong community ties by welcoming agencies such as AVI, Island Health Mental Health and Substance Use, Comox Valley and Campbell River Transition Society, Comox Valley Family Services, the Community Justice Centre, local school districts, and our Elders in Residence. We are also reaching out to community partners and adding agencies as possible placement options, as the department grows, while managing overlaps between programs.

### Advancing Indigenization and Intercultural Competence

In the coming months, program leads will host Truth and Reconciliation Ceremonies for five student cohorts. Students will receive a booklet featuring the 94 Calls to Action to deepen their understanding and commitment to reconciliation.

We recently held a Program Advisory Committee meeting focused on intercultural competence and supporting students in community-based practicums, featuring guest speaker, Margaret Hearnden.

### Provincial Collaboration

In November, Kerri Lowey MacKenzie will attend the FPSE Human Rights and International Solidarity Meeting, collaborating with colleges and universities across B.C. to advance human rights locally and globally.

### Professional Development

Both Meredith McEvoy and Kerri Lowey MacKenzie were awarded Common PD funds for projects centered on Indigenous and intercultural themes:

- Meredith's project focuses on place-based learning and connections in Kyuquot.

- Kerri's project aims to develop cross-cultural competency and expand international understanding of indigenization and restorative justice through a visit to NIC's partner institution, Te Whare Wānanga o Awanuiārangi in New Zealand (June 2026).

### Promoting Justice and Inclusive Dialogue

The department continues to support the Comox Valley Community Justice Centre and is raising awareness about upcoming Circles for Dialogue in November and December, fostering safe and inclusive conversations within our communities.

### **NIC Planetary Health Symposium – Ocean and Human Health**

*Submitted by Maddison Paetz, Instructor, Bachelor of Science in Nursing*



Maddison Paetz is organizing an in-person Planetary Health Symposium, hosted by the BSN program on October 6, 2026, in recognition of the National Day of Action on Planetary Health. The inaugural theme, Ocean and Human Health, highlights the deep connection between ocean health and human well-being—making ocean protection both an environmental and public health priority. Inspired by the UN Decade of Ocean Science (2021–2030) and aligned with CNA and CANE's Planetary Health Position Statement, the symposium aims to unite diverse voices, bridge disciplines, and move beyond awareness toward community-led action.

Nursing students will engage in this evidence-based, relational event, experiencing firsthand how the planet—especially the ocean—is framed as our collective patient.

## **TRADES AND TECHNICAL PROGRAMS**

And just like that...2025 is nothing but the taillights. Most of the fall programming for Trades and Technical wrapped right before the college closure for the holidays with the exception of Foundation programs, a Heavy Mechanical Level 2 and two Electrical Apprenticeships, Levels 2 and 4.

### ***Trades and Technical Programming Winter 2026***

The picture for 2026 is worth a thousand words. If we could give you a visual of what is coming in our department we are not sure 1000 words would do the trick. SkilledTradesBC Standard Level Exams have started back up across all apprenticeships with five taking place in January alone. There will be many more to come from February to June.

At the Comox Valley campus there are six Carpentry Apprenticeships and one Foundation program as well as three Plumbing Apprenticeships and a Foundation: with both of the Foundation programs running into the summer months. Port Alberni is carrying over their Automotive, Joinery and Welding Foundation programs with the Auto ending in April and Joinery and Welding concluding in May. The

Professional Cook Level 1 cohort with Chef Jonathan Frazer already has 14 eager students signed up with possibly more students joining the program once their registration process is completed. The Trades wings at the Campbell River campus are humming right along. Heavy Mechanical, Welding and Automotive programs have the E-wing corridors in constant motion. We have five Heavy Mechanical Apprenticeships across levels 1 – 4 including Heavy Mechanical Foundation, with instructor Kyle Ward, which will run from February to October. The fall Welding programs will end in May but for the duration will share the shop booths with the new winter Welding cohorts in Foundation and Apprenticeships under Karl Plautz. Automotive Foundation will end in early April and will be the only empty shop in E-wing until the Fall.

Let's move over to D-wing where things are far from static. David Apperson's Electrical Foundation students will be finishing their program February 20<sup>th</sup> and David has been working hard to set students up for success scheduling Work Experience at several local businesses where students will get a better idea of what will be expected of them when they transition from school to industry. As one Electrical foundation wraps up two more are on the books for the winter – summer terms. Additionally, there are five Electrical Apprenticeships. Demand for Level 2 is extremely high warranting 3 separate cohorts in addition to a Level 3 and Level 4.

The Coastal Forest Certificate students finished their program in December while the Technology Diploma students (second year) carried on and will be graduating in April. The Instrumentation and Electrical Automation students will be finishing up the second year of their program at the end of May and instructor, Cory Batch, has invited several Industry representatives to visit his classroom and students, not only to view how students are progressing and the scope of training they are receiving at NIC, but to discuss the many exciting opportunities available to them either in continued studies or employment prospects.

The Trade Sampler program has not waived in its popularity and remains high in demand for individuals who wish to pursue a career in the Trades Industry but have not yet decided which trade is most compatible to individual interests. The 2026 winter term will offer two intakes of the Trade Sampler program accommodating 16 students per cohort – both of which are full with waitlists. What is on the agenda? Carpentry/Cabinetmaking, Automotive, Heavy-Duty Mechanical, Plumbing, Electrical and Welding. Students will also learn proactive team and workplace skills which are essential competencies that prepare learners to meet the demands for entry into the workforce.

Trades enrolments are stable and at some of the highest levels they've been at over the past 5 years, with further growth on the horizon...

### ***Exciting News!***

#### ***Investing in Trades: New Provincial Funding Benefits Students and the Regional Economy***

*In November 2025, the Government of British Columbia announced a landmark \$241-million investment to double skilled trades training funding over the next three years. This is the largest increase in nearly two decades. The Trades Department is very excited about this investment, which will expand access to apprenticeship training, reduce waitlists, and create more timely pathways for students into well-paying, in-demand careers. By strengthening partnerships with industry and post-secondary institutions, the investment will help ensure students are trained locally for jobs that support major projects and community infrastructure. This increased training*

*capacity is expected to have a positive ripple effect across the regional economy by supporting employers, retaining skilled workers, and helping communities benefit directly from economic growth driven by construction, clean energy, and resource sectors.*

Time is marching on and the unmistakable appearance of the coming winter is marked by the autumn leaves clinging defiantly to the branches of the deciduous trees going dormant as the seasons change once again. Keeping pace, Trades and Technical programs are also in step with many of our Fall apprenticeship programs concluding as more fall in line for incoming students at all levels.

<b>Apprenticeships ending in October:</b> Carpentry levels 2, 3 & 4 Plumbing level 1 Heavy Duty Equipment Technician Level 2	<b>Apprenticeships starting in October:</b> Carpentry levels 1, 2 & 4 Plumbing levels 1 & 2
<b>Ending in November:</b> Electrical Apprenticeship levels 1, 3 & 4 Heavy Duty Equipment Technician level 1	<b>November starts:</b> Professional Cook 3 Heavy Duty levels 2 & 3 Electrical Apprentice levels 4 & 2 (Dec 1) Scheduled Welding Apprenticeships levels 1, 2, 3 & B

Several of the November startups will run into the New Year while others wind down right before the holidays in December.

*Of note, due to the BCGEU job action in October and November, the SkilledTradesBC Standard Level Exams were waived due to uncertainty surrounding printing and timely delivery of exam packages. Red Seal exams, however, were not exempt and took place as usual.*

### ***In the meantime....***

#### ***Institution to Industry Connection***

Trades and Technical Programs are committed to strengthening industry partnerships to gain deeper insights into market demands and employer expectations. We actively seek feedback and recommendations to continuously enhance program delivery, ensuring our students are well-prepared to meet or exceed these standards.

As such, we will be hosting Program Advisory Committee meetings consisting of representatives in Industry, local businesses, SkilledTradesBC, the Dean, Trades and Technical Coordinator, and our NIC instructors.

On October 30<sup>th</sup>, a Program Advisory Committee (PAC) meeting was held for our Welding programs, featuring not only the previously mentioned representatives but also participants from the Department of National Defense and Seaspan of the Victoria Shipyards. Below, Mike Androschuk, Trades and Technical Programs' Coordinator details what is involved in the process.

Prior to our PAC meetings, participants are provided agendas and three questions. These questions are always sent out in advance of the evening so our meeting can have value, purpose, structure and direction - staying on topic and maximizing our participants incredibly valuable time.

*This year's questions:*

- *What trends are you noticing in your apprenticeships, and what changes or improvements would you like to see moving forward?*
- *What new technologies are you seeing in the field that the PAC should be aware of?*
- *What Challenges are you currently facing in your business, and what skills or competencies do you anticipate needing in the next 1-3 years?*

The Welding Program Advisory Committee met at the Campbell River campus, beginning with an engaging in-shop demonstration of the new Venture 150s battery-powered welder from Miller Electric. This hands-on presentation provided a dynamic start to the evening and offered members a direct look at emerging technologies influencing industry practice.

The subsequent roundtable in the boardroom was highly positive and collaborative, with participants offering clear, tangible feedback on current workforce needs and emerging challenges.

*Two themes stood out:*

- *The strong regional demand for qualified metal fabricators*
- *The ongoing impact of CWB certification requirements on graduate employability.*

Committee members shared real-world perspectives that underscored both the urgency and the opportunity in these areas.

Overall, the evening reflected exceptional industry engagement. Their thoughtful contributions provided NIC with valuable directions to research, and we can now consider future actions that will continue to strengthen program relevance and support student success. Trades and Technical Programs plan to explore these options with a clear and concise list of action items that came from the highly productive evening.

December 3<sup>rd</sup>

We will be hosting a PAC for our Heavy Duty Equipment Technician apprenticeship programs and the Heavy Mechanical Foundation program. Invitations have gone out and the response has been enthusiastic. We expect to have a very engaging and constructive discussion with valuable insights and positive outcomes.

**Seaweed Micro-Credential Program Wrap-Up**

The Seaweed Micro-Credential Program was delivered fully online with flexible scheduling, increasing access for learners in rural and coastal communities who often face barriers to post-secondary education.

A highlight of the program was two applied learning weeks, which allowed students to connect theory with hands-on experience and cultural knowledge:

- **Port Hardy (M̓ix̓alakwila Campus):** 19 students worked with Kwakiutl First Nation to learn the cultural significance of seaweed and observe traditional harvesting practices.
- **West Coast (Tofino/Ucluelet):** 18 students partnered with Naas Foods and Indigenous knowledge keepers from Ahousaht and Toquaht First Nations to explore sustainable harvesting and ecological restoration efforts.



Students engaged in a wide range of practical activities, including:

- Knot tying and kelp spooling
- Building a mock kelp farm
- Gathering bull kelp reproductive tissue and preparing a spore release
- Using microscopes to study sori tissue
- Laying shoreline transects to analyze species distribution
- Assembling aquaria and testing seaweed-based products

Collaboration with regional producers, processors, and NIC's Seaweed Innovation Lab enriched the program's relevance and credibility. Guest speakers and site visits provided valuable networking opportunities and strengthened connections to local industry needs. Informal feedback from students highlighted increased confidence and skill application.

These experiences demonstrated the potential for advancing sustainable economic opportunities through seaweed production in remote coastal communities while integrating cultural knowledge and ecological stewardship



## Commonly Used Acronyms

This is a partial list of acronyms commonly used at North Island College.

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
	Ministry of Post-Secondary Education and Future Skills (new name 2023)
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALs.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
ET	Education Team
VPA	Vice President, Academic
FASM	Faculty of Arts, Science & Management
FPSE	Federation of Post-Secondary Educators of BC
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (formerly Aboriginal Education Council)



IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (now Skilled Trades BC))
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JEDC	(Ministry of) Jobs, Economic Development and Innovation
LT	Leadership Team
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
QAPA	Quality Assurance Process Audit
SIF	Strategic Investment Fund
STBC	Skilled Trades BC (formerly Industry Trades Authority)
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
UCIPP	University, College and Institute Protection Program
UT	University Transfer