



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

To be held in Q̓ə pix ʔidaʔas, Gathering Place, Campbell River Campus

Thursday, December 5, 2024 @ 1:00 pm

AGENDA

	TOPIC	ATTACHMENT	ACTION	TIME
1.	CALL TO ORDER			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Declaration of Possible Conflict of Interest			
1.3	Adoption of Agenda		To adopt	(5 mins)
2.	CONSENT AGENDA			
2.1	Minutes of the Regular Meeting of October 3, 2024	✓	To approve	
2.2	Governance and Board Development Committee Report, November 25, 2024	✓	Information	
2.3	Finance and Audit Committee Report, November 22, 2024	✓	Information	
2.4	Finance and Audit Committee Report, November 27, 2024	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
3.	BOARD BUSINESS			
3.1	Bylaw No. 4 – Domestic Tuition and Fee Bylaw	✓	To approve	
3.2	Bylaw No. 6 – International Tuition and Fee Bylaw	✓	To approve	
3.3	Policy 1-07 Fundraising	✓	To approve	
3.4	Policy 1-08 Community Consultation	✓	To rescind	
3.5	Policy 5-01 Crisis Communications	✓	To rescind	
3.6	Board Members Roundtable Discussion		Information	(30 mins)
4.	REPORTS ON STRATEGIC ACTIVITIES			
4.1	President			
4.1.1	President’s Report	✓	Information	
4.2	Vice President, Finance and College Services			
4.2.1	Campbell River Student Housing Business Case	✓	Information	
4.2.2	Comox Valley Student Housing Project Update	✓	Information	
4.2.3	Second Quarter Financial Statements	✓	Information	

4.2.4	Second Quarter Forecast	✓	Information
4.3	Vice President, Academic		
4.3.1	Apprenticeship Tuition	✓	To approve
4.4	Chair, Education Council		
4.4.1	Education Council Report	✓	Information (5 mins)
5.	INFORMATION (<i>attachments</i>)		
5.1	Board Schedule and Workplan (2024-25)		
5.2	Annual Strategic Session Agenda, October 24 & 25, 2024		
5.3	List of Board Sub-committee members		
5.4	College Highlights Report, December 2024		
5.5	Commonly used acronyms		
5.6	Link to Board bylaws		
6.	NEXT MEETING DATES		
	Regular Meeting – Thursday, February 6, 2025, Port Alberni Campus		
7.	ADJOURNMENT		2:45 pm



Minutes of the Regular Meeting of the North Island College Board of Governors

Q'ə pix ʔidaʔas, Gathering Place

Campbell River Campus

Thursday October 3, 2024

BOARD MEMBERS PRESENT

N. Arsenaault, Community Member, Comox Valley Region, Vice 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
 R. Kishi, Community Member, Comox Valley Region
 J. Langille, Community Member, Comox Valley Region
 C. Moglove, Community Member, Campbell River Region
 N. Shaikh, Support Staff Representative
 V. Puetz, Community Member, Campbell River Region
 C. Stavness, Community Member, Comox Valley Region
 P. Trasolini, Community Member, Campbell River Region, Chair

ABSENT

V. White, Community Member, Port Alberni Region

ALSO PRESENT

M. Allison, Director, College Governance & Strategy
 T. Bellavia, Vice President, Academic
 C. Fehr, Vice President, CUPE
 C. Fowler, Vice President, Finance and College Services
 E. Haagerup, Executive Assistant, Leadership Team (recording)
 K. Kuhnert, Vice President, Students & Community Engagement
 K. Makunike, Student
 T. McManus, Student
 W. Skulmoski, Director, Institutional Research & Planning
 C. Wilson, Executive Director, NISU

1. CALL TO ORDER

P. Trasolini called the meeting to order at 1:01 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

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

1.2 Welcome Board of Governors New Members

P. Trasolini welcomed new appointed Board of Governors members, J. Jack and R. Kishi, and elected support staff representative N. Shaikh. She also acknowledged the new incoming student representatives, K. Makunike and T. McManus, who attended the meeting as guests.

1.3 Oath of Appointment

All Board members signed the 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 Election of Chair

L. Domae conducted the election of the Board Chair. L. Domae thanked P. Trasolini and called for nominations for the Board of Governors Chair for a one-year term of September 2024 to September 2025.

N. Arsenault nominated P. Trasolini for a second term as Board of Governors Chair.

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 that the nominations closed and announced P. Trasolini as Chair of the North Island College Board of Governors for the period of September 2024 to September 2025.

1.6 Election of Vice-Chair

P. Trasolini called for nominations for the Board of Governors Vice Chair for a one-year term of September 2024 to September 2025.

S. Dores nominated N. Arsenault as the Board of Governors Vice Chair.

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

P. Trasolini declared that the nominations closed and announced N. Arsenault as Vice Chair of the North Island College Board of Governors for the period of September 2024 to September 2025. P. Trasolini thanked S. Dores for her time served as Vice Chair.

1.7 Adoption of Agenda

Moved M. Erickson / Seconded C. Stavness: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF OCTOBER 3, 2024, AS PRESENTED.

Motion carried

2. CONSENT AGENDA

2.1 Minutes of the Regular Meeting of June 27, 2024

2.2 Executive Committee Report, September 12, 2024

2.3 Governance and Board Development Committee Report, September 12, 2024

2.4 Finance & Audit Committee Report, September 13, 2024

2.5 Correspondence and Information (Agenda item #5)

Moved S. Dores/ Seconded V. Puetz: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OCTOBER 3, 2024.

Motion carried

3. BOARD BUSINESS

3.1 Draft Agenda – Board of Governors Strategic Session, October 24 & 25 2024

L. Domae reviewed the draft agenda for the annual Board of Governors Strategic Session, to be held on October 24th and 25th, 2024. The sessions will be held at the Campbell River Campus. qShe noted that the session on Friday October 25th will be devoted to updates on the status of the Comox Valley Student Housing Commons and the Campbell River Student Housing Business Case.

Other agenda items of note include a review of the College’s Risk Register and a discussion on changing government directions for North Island College.

3.2 Board Members Roundtable Discussion

All Board members introduced themselves to the group, as this was the first meeting for several new members. Multiple Board members attended the Union of British Columbia Municipalities (UBCM) Conference from September 16-20th 2024.

R. Kishi noted that this was his first official meeting as a Board member, and he was interested in joining the North Island College Board of Governors due to the growth of housing projects on campuses, as he has experience in this area.

V. Puetz noted that both herself and Lisa were awarded the King Charles III Coronation Medal in June 2024.

N. Arsenault added that the Governance and Board Development Committee had been active throughout the summer working on the Board evaluation process. She thanked M. Allison for her work on this and looks forward to bringing to the full Board at the Strategic Session on October 24th, 2024.

4. REPORT ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Goals and Objectives, 2024-25

L. Domae welcomed the new Board members, and thanked M. Erickson for his re-election and thanked S. Chauhan for his term on the Board of Governors. She explained that twice annually, the Board will receive an update on the status of the BUILD Dashboard, including the progress of all objectives within this plan.

L. Domae presented her President's Report, which outlined her goals and objectives as North Island College's President. She noted that particular focus has been devoted to federal and provincial advocacy strategies, to ensure that all levels of government have an accurate and positive understanding of the College and the College's impact on the communities it serves.

L. Domae summarized her advocacy activity over the last few months, noting that she met regularly with MLAs and MPs within the North Island College region, as well as local elected officials including mayors and council. She noted the success of the Island Pre-Health program and welcomed MLA Babchuk to the Campbell River Campus to announce additional funding received for the Seaweed Innovation Lab. Parliamentary Secretary Russell also announced funding for the rural micro-credential program, the Applied Rural and Indigenous Community Economic Development Program.

In response to a question as to whether there were any outstanding announcements or approvals halted by the government's interregnum period, L. Domae responded that the rural micro-credential program had been the priority, and it was announced on September 19th, 2024, prior to the writ dropping.

Multiple Board members expressed their desire to support advocacy efforts on behalf of the College. L. Domae thanked the Board for their support and noted that Board members will be invited to advocacy meetings or events in their region.

P. Trasolini thanked L. Domae for her report and continued work in support of North Island College's strategic and advocacy goals.

4.2 Vice President, Finance & College Services

4.2.1 Financial Information Act Report

C. Fowler introduced 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 27, 2024)

Moved J. Langille/ Seconded M. Erickson: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FINANCIAL INFORMATION ACT REPORT AS PRESENTED.

Motion carried

4.2.2 NIC Five Year Capital Plan Priorities

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

New Priority Capital Builds:

- Campbell River Innovation Centre
- Comox Valley Health Sciences Building
- Port Alberni Trades Centre

Student Housing Projects:

- Port Alberni Student Housing

Routine Capital Projects:

- Accessibility Updates
- Comox Valley Building Envelope Renewal
- Comox Valley Perimeter Roadway
- Comox Valley Warehouse Renovation
- Port Alberni Heat Pumps
- Port Alberni Roof Replacement
- Security Infrastructure

He noted that although the College can identify certain projects as high priority, this does not guarantee that the Ministry will select that project for funding. For example, the government could prioritize housing and childcare projects even if the College identified academic buildings as their highest priority.

C. Fowler noted that the Ministry requested that the Campbell River Student Housing Project not be included in the capital plan priorities, as a business case for this project had already been requested.

In response to a question regarding the correlation between capital projects and projected full-time equivalents (FTEs), C. Fowler explained that for some capital projects, such as replacing the Village at the Comox Valley Campus, the physical considerations of the space in question, including the condition and expiration of buildings, are weighed heavily against projected FTEs.

Moved V. Puetz/ Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES NORTH ISLAND COLLEGE'S FIVE-YEAR CAPITAL PLAN PRIORITIES AS PRESENTED.

Motion carried

4.2.3 Fiscal Year 2024/25 First Quarter Financial Statements

C. Fowler reviewed the Fiscal Year 2024/25 First Quarter Financial Statements for the Board's information. He highlighted that the College's portfolio investments have increased over the past year and noted that the College has committed to contribute \$2,000,000 to the Comox Valley Student Housing Commons Project, and \$500,000 to the Centre for Excellence in Early Learning.

C. Fowler noted that the College's fiscal year is aligned with the government's fiscal year but noted that the College's business cycle is different; most of the College's expenditure is distributed throughout the year, while tuition revenue is primarily received in January, August and September.

4.3 Vice President, Academic

4.3.1 Fiscal Year 2024/25 Enrolment Report

W. Skulmoski, presented the Fiscal Year 2024/25 Enrolment Report, noting 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. He highlighted that domestic student headcount is down by 5%, international student headcount is up by 11% and total headcount overall is down by 2%.

W. Skulmoski noted external factors, such as the timing of one-time funded programming, affect these numbers. In response to a question about the domestic headcount decline and whether this was a trend, W. Skulmoski responded that domestic headcount has been declining since the pandemic and is very impacted by one-time funding. He cautioned that the nature of one-time funding requires annual reapplication and therefore is not guaranteed.

W. Skulmoski noted that although international headcount is currently up by 11%, this trend may not continue due to the ongoing regulation changes being announced by Immigration, Refugee and Citizenship Canada (IRCC). He explained that international student headcount is particularly high because the 2023/24 year had the record highest international headcount in the history of the College, and continuing international students are carrying those numbers through into the 2024/25 year.

In response to a question about international enrolment due to Canada's reputation as a destination for international students, W. Skulmoski agreed and cautioned that new international enrolment numbers are lower.

In response to a question about the financial implications of the 37% decrease in Continuing Education and Training (CET), W. Skulmoski responded that the 37% decrease does not necessarily

reflect a 37% decrease in funding. He noted that funding for these programs is often delayed, and the start dates of CET programs may be later than other programming. T. Bellavia added that CET is a cost-recovery based program, and therefore expenses and revenue are directly linked, which minimizes financial impact.

T. Bellavia thanked W. Skulmoski for his work and attention to detail on enrolment patterns and institutional research.

4.4 Chair, Education Council

4.4.1 Education Council Report

A. Brady provided an update on the Education Council, noting that the first meeting of 2024/25 is scheduled for October 18, 2024. A. Brady is in the process of creating onboarding material and training opportunities, including College governance and the role of Education Council members.

5. INFORMATION

The Board received the following information items:

- 5.1 Board Schedule and Workplan (2024-25)
- 5.2 Strategic Enrolment Management (SEM) Presentation, June 27, 2024
- 5.3 People Plan Presentation, June 27, 2024
- 5.4 PSFS Letter to Public Post-Secondary Institution Board Chairs
- 5.5 PSFS Appreciation Letter to J. Atherton, September 2024
- 5.6 PSFS Appreciation Letter to B. Minaker, September 2024
- 5.7 Commonly used acronyms
- 5.8 Link to Board bylaws and policies

6. NEXT MEETING DATES

- 6.1 Board Annual Strategic Session – Campbell River Region - Thursday October 24 and Friday October 25, 2024
- 6.2 Regular Meeting – Campbell River Campus - Thursday December 5, 2024

7. ADJOURNMENT

Moved V. Puetz / Seconded S. Dores: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF OCTOBER 3, 2024.

Motion carried

Time: 2:26 p.m.

P. Trasolini, Chair

Emily Haagerup, Executive Assistant



North Island College Board of Governors
December 5, 2024

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

AGENDA ITEM: Regular Meeting

2.2 Governance and Board Development Committee Report

Committee members Shelley Dores (Chair), Nancy Arsenault, Patricia Trasolini, Claire Moglove, John Jack, Vicky White, Kuda Makunike, Taylor McManus met on November 25, 2024 with Lisa Domae, President & CEO and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource persons.

M. Allison, Director, College Governance & Strategy, sent regrets.

Territorial Acknowledgment

S. Dores called the meeting to order at 9:05am 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.

L. Domae gave an update on NIC government relationship strategy following the provincial election, including upcoming meetings with MLA Brennan Day (Courtenay-Comox) and MLA Dr. Anna Kindy (Campbell River). E. Haagerup to email Board members with additional information on these meetings.

Committee Business

Governance Chair Transition Report & Discussion

S. Dores noted that historical Governance and Board Development meeting reports have been included in the meeting package for context. S. Dores asked N. Arsenault to provide a report as the outgoing Governance and Board Development Committee Chair and provide some historical context of the committee's work.

N. Arsenault thanked S. Dores and congratulated her on becoming Chair of the Governance and Board Development Committee. She welcomed the new Board members to the committee and encouraged them to reach out with any questions.

N. Arsenault reviewed the Board Governance Manual and outlined the responsibilities of the Governance and Board Development Committee, which include the following:

- Review of policies and recommendations to the Board of Governors on said policies. M. Allison is the liaison for policy review and revision. The committee noted the importance of avoiding subjective language in policies where possible.

- Awareness of good governance practices and trends, through professional development opportunities.
- Planning the Board of Governors Annual Strategic Sessions.
- Review of the skills matrix for potential new Board members.
- Board governance manual.
- Board evaluation.
- Board onboarding, orientation, mentorship processes.
- Annual review processes to evaluate the effectiveness of the Board as a whole, within sub-committees, and as individuals.

The committee discussed the frequency of formal governance training sessions for the Board of Governors, to be held annually or bi-annually.

L. Domae thanked N. Arsenault for her leadership of the Governance and Board Development Committee and the work that has been done to date. She noted that in addition to the Board policy review, the College has undertaken a comprehensive policy review to rescind irrelevant policies, amend and create new policies as needed. M. Allison is leading this work and will bring policies to the Governance and Board Development committee as needed.

Recission of outdated operational policies:

K. Kuhnert, Vice President, Students & Community Engagement, joined the meeting.

- NIC Policy 1-08 Community Consultation Process

K. Kuhnert reviewed Policy 1-08, Community Consultation Process and noted that this policy was originally approved in 2001 and is now redundant. The purpose of this policy is now covered by the Colleges and Institutes Canada (CICan) Governance Act and NIC's Engagement Strategy.

Decision: The Governance and Board Development Committee recommended the recission of Policy 1-08 Community Consultation Process to the Board of Governors.

- NIC Policy 5-01 Crisis Communications

K. Kuhnert reviewed Policy 5-01 Crisis Communications and noted that this policy is now covered by the operational capacity of the Emergency Operations Committee (EOC), which is governed within the Emergency Response Plan and BC Emergency Management System. Therefore this policy is now redundant.

Decision: The Governance and Board Development Committee recommended the recission of Policy 5-01 Crisis Communications to the Board of Governors.

K. Kuhnert, Vice President, Students & Community Engagement, left the meeting.

Debrief Annual Strategic Session, October 24-25, 2024

The committee debriefed the annual strategic session, which took place on October 24 and 25 at the Campbell River Campus. Committee members highlighted the following areas as being of relevance and importance for their development and understanding as Board members:

- The Changing Government Directions presentation increased their understanding of the impact that international enrolment has on the College’s programming and financial situation.
- The Risk Register review developed understanding of the risks present to North Island College as an organization and how Board members can help mitigate risk.
- The session on the Campbell River Student Housing Business Case was engaging and Board members appreciate being updated throughout the process.

Recommendations for future Board meetings or Strategic Sessions included:

- Focused discussion on Facilities and individual campuses.
- More interactive or scenario opportunities to develop knowledge and build relationships.

Board Evaluation

N. Arsenault requested that this agenda item be brought forward to a future meeting. N. Arsenault will connect with S. Dores on any items that require amendments.

Mentorship program for new appointees and elected board members

N. Arsenault explained that the mentorship program is part of the Board of Governors onboarding, and each new member is allocated a mentor on the Board. The purpose of the mentorship program is to support new members by answering questions and preparing for Board meetings. The frequency and focus of meetings would depend on the individual mentee and mentor to maximize learning opportunities.

A committee member recommended formalizing the mentorship program to include an administrative orientation and a contextual conversation with the Board Chair or Vice-Chair, as the historical focus and challenges of the College and Board would be valuable to new members.

The committee discussed the implications of scheduling conflicts and Board member availability to attend meetings in-person or online.

L. Domae suggested creating a formalized mentor/mentee procedure, including a list of key areas and responsibilities to help structure conversations.

Action: S. Dores to connect with M. Allison to create a structured mentor/mentee program for Board members.

Scheduling of Upcoming Tasks and Priorities

The committee provided feedback on administrative tools and communication, including the format of subject lines, calendar invitations, and language to indicate Board member engagement with College events (Optional, Desired or Required).

Action: E. Haagerup to document and implement the administrative and communicative changes, as recommended by the Governance and Board Development Committee members.

Future Agenda items:

- Board member orientation and ongoing board development process to align with the Board Governance Manual and Governance Authority Matrix (as discussed by Committee January 19, 2024)

- Board Evaluation

Information

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

Next meeting dates:

The Governance & Board Development Committee's next meeting is on January 23rd, 2025 at 9:00am.

The meeting was adjourned at 10:19am.



North Island College Board of Governors
December 5, 2024

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

AGENDA ITEM: Regular Meeting
2.3 Finance & Audit Committee Report – November 22, 2024

Committee members Jerad Langille (chair), Valery Puetz, Roger Kishi, Naeem Shaikh and Murray Erickson met on November 22, 2024 with Colin Fowler, Vice President, Finance & College Services and Emily Haagerup, Executive Assistant, Leadership Team attending as resource person.

Territorial Acknowledgment

J. Langille called the meeting to order at 2:59pm 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

Governance Authority Matrix

J. Langille welcomed new members R. Kishi and N. Shaikh to their first Finance and Audit Committee meeting. J. Langille started with the meeting with an introduction to the structure, purpose and function of the Finance and Audit Committee for the new members. He noted that the primary responsibility of the committee is to review the College's financial information and provide recommendations to the full Board of Governors.

J. Langille reviewed the Governance Authority Matrix, highlighting the Finance and Audit Committee's responsibilities, which include the following:

- Budget
- Capital Plans
- Tuition fees
- Financial statements and forecasts
- Review and appointment of investment manager
- Review of external audits
- Statement of Financial Information (SOFI)
- Cybersecurity and awareness of potential risks

J. Langille reviewed the audit process, noting that the Finance and Audit Committee can meet with external auditors independent of the Leadership Team or NIC administration, which maintains the integrity of the audit process. The audit plan is first provided to the Finance and Audit Committee, then carried out. Once the audit is complete, the results are given to the Finance and Audit Committee, who can meet with and ask questions of the auditors and NIC's Finance department. Following this review, the Committee recommends the audit results for approval of the Board of Governors.

FY 2024/25 2nd Quarter Financial Statements

C. Fowler presented the Action Sheet for the Board of Governors meeting on December 5th, 2024, which included a summary of the fiscal year 2024/25 second quarter financial statements and forecasts. He noted that these statements show a deficit of \$1.865 million. C. Fowler explained that the second quarter tends to show a deficit each year. This is because the College's biggest expenses, including salaries and benefits, are distributed equally throughout the year, while tuition revenue is not equally distributed. Most tuition revenue is received in August, September and January. This creates a deficit in the second quarter.

C. Fowler reviewed the College's investment portfolio, noting that it has increased from last year and is expected to result in some realized gains.

J. Langille noted for new Board members that the College adheres to public sector accounting standards, with specific modifications for post-secondary institutions.

In response to a question about a potential deficit and potential financial assistance from the Ministry, C. Fowler explained that any deficit requires Ministry approval. He noted that any financial assistance would be likely be distributed sector-wide to maintain equality and not based on individual institution's deficits.

The Committee discussed the impact of amortization of buildings on the College's operating budget, and C. Fowler noted that there is a deficit at the beginning of each fiscal year due to amortization expenses. C. Fowler emphasized the importance of accurate estimations for building lifespans, as expanding the length of amortization reduces the cost. This is particularly relevant when selecting the length of amortization for the Comox Valley Student Housing Commons and Centre of Excellence in Early Learning, both of which are currently under construction.

In response to a question about special purpose expenses in the Statement of Operations, C. Fowler explained that NIC Foundation awards were higher than in previous years, which impacted revenue and expenses.

In response to a question regarding the relationship between NIC and the Foundation, C. Fowler explained that the Foundation is a separate legal entity, with separate financial statements. The Finance department of the College provides administrative services to the Foundation, in the transfer of award funds from the Foundation to students. He noted that NIC does not charge the Foundation for administrative services but does charge an administrative fee for new donations to help offset the cost of Foundation expenses.

Decision: The Finance and Audit Committee recommended the FY 2024/25 2nd Quarter Financial Statements to the Board of Governors for information.

FY 2024/25 2nd Quarter Forecast

C. Fowler reviewed the fiscal year 2024/25 2nd Quarter Forecast, noted that this document is a Ministry requirement, and currently projects a balanced budget for the 2024/25 fiscal year. He explained that the projected budget for next year includes a deficit of \$750 thousand, to account for transitional costs to rebalance following changes in international enrolment.

Decision: The Finance and Audit Committee recommended the FY 2024/25 2nd Quarter Forecast to the Board of Governors for information.

Comox Valley Student Housing Project Update

C. Fowler reviewed the summary of expenses for the Comox Valley Student Housing Project and was pleased to report that the project is on budget, progressing on time, stayed true to the initial design, and has not encountered any unexpected delays or costs.

In response to a question as to whether the Tenancy Act applies to students in residence, C. Fowler explained that it does not. The rental amounts will be approved by the Leadership Team. He anticipates the rent will be slightly below market value.

The Committee discussed recent changes to regulations from Canadian Mortgage and Housing Corporation (CMHC) and how this might impact the Student Housing Commons project.

In response to a question regarding building criteria set by the Ministry, C. Fowler responded, noting that some requirements included a Step 4 energy code and utilizing wood as a primary building material.

In response to a question about plans for additional parking, C. Fowler noted that there are plans for additional parking on campus. However, he also noted that the expansion and maintenance of parking lots is difficult, due to lack of funding specifically for parking lot upgrades.

Amortization Policy

The Finance and Audit Committee discussed the College's current amortization policy, and C. Fowler noted that it should be reviewed and updated. J. Langille asked C. Fowler to bring recommended policy changes to the Finance and Audit Committee for review.

Action: C. Fowler to revise the College's amortization policy and bring policy recommendations to the Finance and Audit Committee at a future meeting.

Internal Controls

J. Langille brought forth the College's internal controls for further discussion at the Finance and Audit Committee and explained that the committee members should be familiar with the efficiency and sufficiency of the College internal controls, as a risk management measure.

The committee members discussed the depth and breadth of their fiduciary responsibility as Board members and the distinction between their duties and the auditor's responsibilities. J. Langille noted that the Finance and Audit Committee is not responsible for testing the internal controls directly, but to feel confident in the efficiency and sufficiency of these controls.

Action: C. Fowler and S. Fleck, Director, Finance, to provide a summary of and presentation on NIC's internal controls to the Finance and Audit Committee at a future meeting.

Future Agenda Items:

- Amortization Policy
- Internal Controls

Next meeting dates:

The Finance & Audit Committee's next meeting is on Friday January 24th, 2025.

The meeting was adjourned at 4:45pm.



North Island College Board of Governors
December 5, 2024

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

AGENDA ITEM: Regular Meeting
2.4 Finance & Audit Committee Report – November 27, 2024

Committee members Jerad Langille (chair), Valery Puetz, Roger Kishi, Naeem Shaikh and Murray Erickson met on November 27, 2024 with Colin Fowler, Vice President, Finance & College Services, S. Fleck, Director, Finance and Emily Haagerup, Executive Assistant, Leadership Team & Board Operations attending as resource person.

Welcome and Adoption of Agenda

J. Langille called the meeting to order at 2:03pm and thanked everyone for making time to attend. J. Langille asked C. Fowler to lead the discussion on the agenda items, tuition fees for domestic and international students.

Committee Business

Board Bylaw No. 4 Domestic Tuition and Fees & Board Bylaw No. 6 International Tuition and Fees

C. Fowler explained that historically, the College has set a 2% increase for both domestic and international tuition. However, he noted that while the College complies with a limit on the domestic tuition, which dictates that the increase cannot exceed 2%, there is no limit set on international tuition increases. This year, the Leadership Team recommended an increase to international tuition of 3%.

The committee members had a fulsome discussion regarding the breakdown of tuition fees by credit, course or program, including what cost breakdown the student receives, how program cost is related to classroom hours, and the impact of Ministry funding and regulations on cost. S. Fleck also noted that courses are evaluated by the Education Council based on content, knowledge and outcomes, and these factors define the number of credits assigned per course. The number of credits affects the price of a course. The price of a course is also based on whether it concludes with a diploma, certificate or degree.

C. Fowler noted that if the cost of running a program increases, the College cannot impart that increase onto the student, as tuition increases for domestic students is limited to 2%.

The committee discussed what percentage of the College's revenue comes from tuition and noted the difference between international tuition revenue and domestic tuition revenue. J. Langille noted that there is a widening gap between the tuition that the College is permitted to charge, and the cost incurred by the College to run programs.

Decision: The Finance and Audit Committee recommended Board Bylaw No. 4 2025-2026 Domestic Tuition and Fees (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.

Decision: The Finance and Audit Committee recommended Board Bylaw No. 6 2025-2026 International Tuition and Fees which includes a 3% increase as outlined in Schedule "A", to the Board of Governors for approval.

Next meeting dates:

The Finance & Audit Committee's next meeting is on Friday January 24th, 2025.

The meeting adjourned at 2:40p.m.



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 3.1

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

Agenda Item:

Board Bylaw No. 4 – Domestic Tuition and Fee Bylaw (attachment)

Action Required:

For approval

**Draft Motion/
Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2025-2026 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 TRANSITIONS PROGRAMS.

Background/History/Executive summary:

As part of the 2025-2026 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 [Ministry's website](#).

Policy analysis/strategic priority:

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.

Attachments:

1. Board Bylaw No. 4 – Domestic Tuition and Fee Bylaw

Action:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2025-2026 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 TRANSITIONS PROGRAMS.

NORTH ISLAND COLLEGE

BYLAW NO. 4 2025-2026 Academic Year

DOMESTIC TUITION AND FEE BYLAW

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:

All courses and programs that lead to a credential;

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, 2025-2026 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 5th day of DECEMBER, 2024.

Chair, Board of Governors

Executive Assistant, Leadership Team & Board Operations

BYLAW NO. 4
2025-2026 Academic Year

SCHEDULE "A"

DOMESTIC TUITION FEES

Effective for courses and programs with start dates after August 15, 2025

Adult Basic Education (except ABE Fundamental)	\$129.90/credit
Adult Basic Education (Fundamental)	\$132.48/course
Department of Accessible Learning	\$132.48/credit
English as a Second Language (Beginner).....	\$194.96/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.....	\$141.70/credit
Indigenous Language Fluency Certificate	
ILF courses	\$174.82/credit
Arts and Science (except as listed below).....	\$113.36/credit
BIO 113, 330, 301.....	\$161.58/credit
BIO 250.....	\$141.70/credit
CHN 101, 102	\$141.70/credit
CPS 104	\$141.70/credit
CPS 110, 113, 114, 127, 128, 129.....	\$161.58/credit
ENG 170.....	\$141.70/credit
GEO 220	\$141.70/credit
GLS 140, 240, 241	\$161.58/credit
IPH 101, 102, 201, 202, 310, 350	\$161.58/credit
LRN 100	\$161.58/credit
MAT 122	\$141.70/credit
MAT 156.....	\$161.58/credit
PHY 215, 216.....	\$174.82/credit
Business (except as listed below)	\$113.36/credit
BUS 360, 370, 375.....	\$141.70/credit
BUS 500.....	\$161.58/credit
Cooperative Education.....	\$113.36/credit

Digital Design & Development (except as listed below)	\$113.36/credit
DGL 105, 114, 204, 214	\$141.70/credit
DGL 409	\$161.58/credit
Fine Arts (except as listed below).....	\$113.36/credit
Professional Photography Certificate	\$9,104.34/program
Professional Potter Advanced Diploma.....	\$11,653.42/program
Metal Jewellery Design Certificate	\$6,467.96/program
Health (except as listed below)	\$113.36/credit
Activity Assistant Certificate	\$2,975.23/program
Community Mental Health Worker	\$5,607.14/program
Pre-program Pathway Course – CMH 150	\$1,000.66/course
Practical Nursing Access and Diploma	
PNS courses	\$174.82/credit
NUR 170, 173, 201	\$174.82/credit
Hospital Unit Clerk Certificate	\$5,248.82/program
Human Services (except as listed below).....	\$113.36/credit
Early Childhood Care & Education Certificate	\$92.24/credit
Landscape Horticulture Fundamentals	\$1,616.97/program
Tourism and Hospitality (except as listed below).....	\$113.36/credit
Adventure Guiding Certificate.....	\$10,497.55/program
THM 175, 276, 300, 320.....	\$141.70/credit
THM 340, 390.....	\$161.58/credit
TMA 225	\$193.94/credit
Trades and Technology:	
Apprenticeships (except as listed below).....	\$107.68/week
Landscape Horticulture Level 2	\$3,294.88/program
Lather Interior Systems Mechanic.....	\$591.83/level
Professional Cook Level 1	\$2,647.96/program
Professional Cook Level 2	\$1,134.84/program
Professional Cook Level 3	\$756.56/program
Welding Level B	\$1,513.12/program
Welding Level A	\$756.56/program
Foundation and other programs:	
Aircraft Structures Technician (AME-S) Certificate	\$3,404.52/program
Aquaculture Technician Certificate	\$4,042.19/program
Aquaculture Technician Diploma	
AQT 200, 201, 202, 203, 204, 205, 206	\$552.99/course
AQT 207, 208.....	\$171.24/course
Automotive Collision & Refinishing Technician Foundation Harmonized Certificate	\$4,730.22/program
Automotive Service Technician Foundation Harmonized Certificate	\$2,647.96/program
Carpentry Foundation Harmonized Certificate	\$2,269.68/program

Foundation and other programs (continued):

Coastal Forest Technology Diploma	
RFT courses	\$133.54/credit
Coastal Forest Worker Certificate	
CFW courses	\$133.54/credit
Culinary Business Operations Certificate	
PCA courses	\$113.36/credit
Culinary Business Operations Diploma	
PCA courses	\$113.36/credit
All ECM courses	\$338.12/credit
Electrician Foundation Harmonized Certificate	\$2,269.68/program
Electronics Technician Core Diploma.....	\$3,404.52/program
Fabricator-Welder Foundation Harmonized Certificate	\$3,026.24/program
Furniture Design and Joinery Certificate.....	\$3,404.52/program
All GIS courses	\$338.12/credit
Heavy Mechanical Trades Foundation Certificate.....	\$4,204.64/program
Industrial Automation Technician Certificate	\$3,404.52/program
Instrumentation and Electrical Automation Technician Diploma	\$3,941.64/year
Motor Sport & Power Equipment Technician Foundation Certificate	\$2,627.90/program
Parts & Warehousing Person Foundation	\$3,091.30/program
Plumbing & Piping Trades Foundation Harmonized Certificate	\$2,647.96/program
All RCT courses	\$338.12/credit
Welder Foundation Harmonized Certificate	\$2,647.96/program
Underground Mining Essentials Certificate	\$9,655.10/program

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

NORTH ISLAND COLLEGE

BYLAW NO. 4
2025-2026 Academic Year

SCHEDULE "B"

LAB AND SUPPLY FEES

Effective for courses and programs with start dates after August 15, 2025

Mandatory Fees

Learner Resource Fee:

Credit-based tuition	\$5.90/credit
Program-based tuition.....	\$19.84/month

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

Lab Fees

Adult Basic Education

BIO 060	\$13.64/course
CHE 051, 060.....	\$13.64/course
PHY 050, 060.....	\$13.64/course

Arts and Science

ANT 260.....	\$65.92/course
BIO 102, 103, 110, 111, 160, 161, 200.....	\$13.64/course
BIO 211, 301.....	\$152.90/course
BIO 203, 215, 230.....	\$68.57/course
BIO 250, 330.....	\$134.51/course
CHE 110, 111, 200, 201	\$13.64/course
CHE 152.....	\$68.57/course
CPS 104.....	\$134.51/course
CPS 100, 101, 102, 146	\$13.64/course
CPS 113, 114, 127, 128, 129.....	\$27.37/course
ENR 100, 101.....	\$67.24/course
GLS 241	\$152.90/course
MAT 181, 182.....	\$13.64/course
PHY 100, 101, 120, 121	\$13.64/course
PHY 215, 216.....	\$131.88/course
SSA 100, 101	\$68.57/course

Business

BUS 170.....	\$13.64/course
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Digital Design & Development

DGL courses	\$27.37/course
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Fine Arts

FIN 110, 111, 210, 211, 292	\$41.10/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	\$68.57/course
Metal Jewellery Design Certificate.....	\$234.30/program
Professional Photography Certificate	\$137.19/program
Professional Potter Advanced Diploma	\$388.01/program

Health

CMH 150, 160, 165, 170, 175.....	\$27.37/course
ECC 124, 125	\$27.37/course
HCA 120	\$13.64/course
NUR 109.....	\$137.19/course
NUR 119, 175, 201, 209, 219, 375.....	\$27.37/course
NUR 309.....	\$102.87/course
PNS 106, 116, 126, 236, 246	\$131.88/course

Human Services

HSW 136.....	\$27.37/course
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Tourism & Hospitality

THM 119	\$659.69/course
THM 219	\$989.54/course
THM 170, 175, 276.....	\$164.65/course
THM 275	\$269.87/course

Trades & Technology

Aircraft Structures Technician	\$274.47/program
Aquaculture Technician Certificate	\$146.44/program
Aquaculture Technician Diploma AQT 201, 202, 204, 205, 206	\$56.30/course
Automotive Collision & Refinishing Technician Foundation Harmonized Certificate	\$331.21/program
Automotive Service Technician Harmonized	\$171.52/program
Carpentry Foundation Harmonized.....	\$1,076.62/program
Coastal Forest Resource Technology Diploma/Coastal Forest Worker Certificate CFW/RFT 100, 101, 102, 104, 105, 106, 107.....	\$71.74/course
CFW/RFT 103, 108.....	\$107.62/course
CFW/RFT 112, RFT 201, 209	\$55.20/course
Culinary Business Operations Certificate (PCA 100 and 200 level courses)....	\$44.45/course
Culinary Business Operations Diploma (PCA 300 level courses)	\$45.74/course
Electrician Foundation Harmonized Certificate	\$102.87/program
Electronics Technician Core Certificate	\$102.87/program
Fabricator-Welder Foundation Harmonized Certificate	\$171.52/program
Furniture Design and Joinery Certificate.....	\$137.19/program
Heavy Mechanical Trades Foundation Certificate.....	\$365.65/program
Industrial Automation Technician Diploma	\$102.87/program
Instrumentation and Electrical Automation Technician Diploma	\$546.21/year
Landscape Apprenticeship	\$155.16/level
Landscape Fundamentals	\$1,585.27/program
Lather Interior Systems Mechanic.....	\$248.62/program

Trades & Technology (continued):

Motor Sport & Power Equipment Technician Foundation Certificate	\$165.60/program
Parts & Warehousing Person Foundation Certificate	\$93.82/program
Plumbing & Piping Trades Foundation Harmonized Certificate	\$102.87/program
Professional Cook 1	\$34.26/program
Professional Cook 2	\$67.23/program
Professional Cook 3	\$52.71/program
Welding Level A	\$97.97/program
Welding Level B	\$196.01/program
Welder Foundation Harmonized Certificate	\$343.03/program



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 3.2

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

Agenda Item:

Board Bylaw No. 6 –International Tuition and Fee Bylaw (attachment)

Action Required:

For approval

Draft Motion/ Recommendation:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 6, 2025-2026 INTERNATIONAL TUITION AND FEE BYLAW WHICH INCLUDES A 3% INCREASE IN INTERNATIONAL TUITION AS OUTLINED IN SCHEDULE "A,"

Background/History/Executive summary:

International tuition and fees are excluded from the Ministry of Post-Secondary Education and Future Skills Tuition Limit Policy

Policy analysis/strategic priority:

The draft revision of Bylaw 6 (attached) applies a 3% increase to tuition for all program areas listed in Schedule A, but excludes an increase to mandatory international service fees in Schedule B.

Attachments:

1. Board Bylaw No. 6 – International Tuition and Fee Bylaw

Action:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 6, 2025-2026 INTERNATIONAL TUITION AND FEE BYLAW WHICH INCLUDES A 3% INCREASE IN INTERNATIONAL TUITION AS OUTLINED IN SCHEDULE "A,"

NORTH ISLAND COLLEGE

BYLAW NO. 6, 2025

INTERNATIONAL TUITION AND FEE BYLAW

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, 2025, “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 5th day of DECEMBER, 2024.

Chair, Board of Governors

Executive Assistant, Leadership Team & Board Operations

NORTH ISLAND COLLEGE

BYLAW NO. 6, 2025

SCHEDULE “A”

INTERNATIONAL TUITION AND FEES
Effective for courses and programs with start dates after August 15, 2025

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	\$511.72/credit
Coastal Forest Technology Diploma (RFT courses).....	\$257.38/credit
Culinary Business Operations Certificate (PCA courses).....	\$314.14/credit
Culinary Business Operations Diploma (PCA courses).....	\$314.14/credit
Early Childhood Care and Education.....	\$454.84/credit
Metal Jewellery Design Certificate.....	\$9,228.51/program
Professional Photography Certificate.....	\$18,825.91/program
Professional Potter Advanced Diploma	\$18,825.91/program
Adventure Guiding Certificate.....	\$18,825.91/program

Trades and Technology:

Apprenticeships:

Professional Cook Level 1	\$12,544.28/program
Professional Cook Level 2	\$5,376.12/program
Professional Cook Level 3	\$3,584.08/program

Foundation & other Trades programs:

Aircraft Structures Technician Certificate	\$16,128.36/program
Automotive Collision Refinishing Foundation Harmonized	\$16,128.36/program
Automotive Service Technician Foundation Harmonized Certificate	\$12,544.28/program
Carpentry Foundation Harmonized Certificate.....	\$10,752.24/program
Electrician Foundation Harmonized Certificate.....	\$10,752.24/program
Electronics Technician Core Certificate	\$16,128.36/program
Fabricator-Welder Foundation Harmonized Certificate	\$14,336.32/program
Furniture Design and Joinery Certificate	\$16,128.36/program
Heavy Mechanical Trades Foundation Certificate	\$14,336.32/program
Industrial Automation Technician Diploma.....	\$16,128.36/program
Instrumentation and Electrical Automation Technician Diploma.....	\$16,128.36/year
Motor Sport Power Equipment Foundation	\$8,960.20/program
Parts and Warehouse Person Foundation.....	\$8,960.20/program

Plumbing and Piping Trades Foundation Harmonized Certificate.....	\$12,544.28/program
Other programs	\$1,792.04/month
Prior Learning Assessment (for above as applicable).....	75% of tuition fee
English Language Pathway	\$2,985.14/course

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

NORTH ISLAND COLLEGE

BYLAW NO. 6, 2025

SCHEDULE "B"

INTERNATIONAL STUDENT SERVICES FEES

Effective for courses and programs with start dates after August 15, 2025

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

Mandatory International Service Fee:

Credit-based Tuition.....	\$30.60/credit
Program-based Tuition.....	\$102.00/month



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 3.3

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

Agenda Item:

Revision of NIC Policy 1-07 Fundraising

Action Required:

Approval

**Draft Motion/
Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE REVISIONS TO NIC POLICY 1-07 FUNDRAISING AS PRESENTED.

Background/History/Executive summary:

The Leadership Team is continuing to review and update NIC’s policy framework.

NIC Policy 1-07 Fundraising has not been reviewed since it was struck in 1995. At that time the North Island College Foundation was not yet a separately incorporated non-profit society under the B.C. Societies Act.

The NICF Board of Directors has reviewed and updated the attached policy to reflect NICF’s status as its own entity and the contemporary working relationship between the NIC and NICF. The revised policy is useful to members of both Boards as it specifically indicates the relationship of the NICF to NIC and the responsibilities NICF has to align its goals with those of the College.

As the NICF has its own full set of policies related to the receipt and stewardship of donations, the procedures section of 1-07 has been removed as these practices are covered elsewhere in NICF policies.

Attachments:

NIC Policy 1-07 Fundraising

Action:

Approval



Policy	#1-07
Approved By:	Board of Governors
Effective Date:	
Approval Date:	
Previous Version(s) Approval Date:	June 28, 1995
Date to be Reviewed:	2027
Administrator Responsible:	Executive Director, Community Engagement

FUNDRAISING

POLICY STATEMENT

The North Island College Foundation (NICF) is responsible for coordinating all college fundraising solicitations for voluntary and private support and must approve all departmental solicitations, materials and programs prior to implementation. The Foundation Board will work closely with the Board of Governors of North Island College to ensure that fundraising goals and activities are aligned with college priorities.

PURPOSE STATEMENT

The NICF provides fundraising support to assist the College in achieving its optimal long-term development and fundraising goals. In order to ensure clear communication with and cultivation/recognition of prospects and donors, it is necessary that fundraising activities and gifts to North Island College be coordinated and recorded by the NICF.

GUIDELINES

1. The NICF fundraising efforts will be carried out to enhance goodwill and support student success at the College. Further, fundraising will cultivate support among college employees, college graduates, the public sector and the community as a whole.
2. Fundraising efforts shall be conducted according to accepted professional standards of inclusivity, accuracy, truth, integrity and good faith.



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 3.4

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

Agenda Item:

Rescission of NIC Policy 1-08 Community Consultation Process

Action Required:

Approval

**Draft Motion/
Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RESCINDS NIC POLICY 1-08 COMMUNITY CONSULTATION PROCESS

Background/History/Executive summary:

The Leadership Team is continuing to review and update NIC’s policy framework.

NIC Policy 1-08 Community Consultation Process is significantly out of date and its original purpose is covered by the College and Institutes Act, NIC Board Governance Manual, and [NIC’s Community Engagement Strategy](#). Community engagement events are hosted by the Board and Leadership Team in each of the College’s service regions, and the Board receives updates on community engagement and consultation through the President’s updates, college highlights and strategic reporting.

The Leadership Team recommends the rescission of this policy as it is now redundant.

Attachments:

NIC Policy 1-08 Community Consultation Process

Action:

Approval



COMMUNITY CONSULTATION PROCESS

#1-08

Approved: January 26, 2001 by: Board of Governors
Effective: January 26, 2001
Date to be Reviewed: 2004

POLICY

North Island College recognizes that in order to ensure that it is a responsive, community focused college that fosters public trust and community confidence, the Board of Governors shall provide vehicles for effective and accountable community consultation.

PURPOSES OF COMMUNITY CONSULTATION

- To ensure that North Island College provides relevant, accessible programs and services that respond to community needs; and
- To foster public trust and community confidence in the College through public accountability.

GUIDELINES

Principles

- Strategies of community consultation must be meaningful and timely for all participants;
- Such strategies must make efficient use of Board of Governors and staff resources;
- Participants in community consultations must be representative of and be knowledgeable about the education and training needs of their communities; and
- Reporting back will be done through a report to the communities.

Procedures

- The North Island College Board of Governors will consult annually with the community-at-large;
- The Board of Governors will use community meetings to carry out its community consultation;

- Community meetings will be held in each of the College's four service regions - Port Alberni, Comox Valley, Campbell River and Port Hardy;
- The President's Office will work with the Board to establish a schedule of annual regional meetings;
- Each regional community consultation meeting will be chaired by a North Island College Board of Governors member appointed by the Board of Governors, preferably by a member of that region;
- Agendas for the meetings will be developed with Board of Governors members chairing the meetings;
- Administrative support will be provided by the appropriate regional/Campus Administrator; and
- The President and/or the Vice President, Academic will attend all community consultation meetings.



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 3.5

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

Agenda Item:

Rescission of NIC Policy 5-01 Crisis Communications

Action Required:

Approval

**Draft Motion/
Recommendation:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RESINDS NIC POLICY 5-01 CRISIS COMMUNICATIONS

Background/History/Executive summary:

The Leadership Team is continuing to review and update NIC’s policy framework.

NIC Policy 5-01 Crisis Communications is significantly out of date and its original purpose is now covered by operational capacity within NIC’s Emergency Operations Centre (EOC) and procedures within NIC’s Emergency Response Plan (ERP), which are developed in accordance with the guidelines of the British Columbia Emergency Management System.

The Leadership Team recommends the rescission of this policy as it is now redundant.

Attachments:

NIC Policy 5-01 Crisis Communications

Action:

Approval



CRISIS COMMUNICATIONS

#5-01

Approved:	April 28, 1993	by: Board of Governors
Revised:	September 22, 1999	by: Board of Governors
Effective:	September 22, 1999	
Date to be Reviewed:	2004	

POLICY

North Island College will attempt to provide accurate information to the public by subscribing to a pro-active crisis communication plan based on candid communication between the institution and the media.

PURPOSE

The purpose of this policy is to provide the College with crisis communication guidelines which, in times of institutional crisis, minimize the potential public relations problems and liability risks to both the College and its employees. Institutional crisis generally hits without warning and can take many forms which are often tragic and unexpected. Crisis may include: death or physical injury, disasters (e.g. earthquake, chemical spill), fire, explosions, hostage-taking, bomb threats, riots, vandalism, health problems (food poisoning or epidemics), etc. Crisis incidents draw immediate media attention and public scrutiny. Such incidents often result in inaccurate information about an institution.

GUIDELINES

The Office of College Relations will develop a written Crisis Communication Plan which will be widely distributed, regularly updated and periodically evaluated. The Crisis Communication Plan will work in conjunction with a *crisis response plan* and help manage information during a crisis and therefore better manage the crisis.

The key elements in crisis communication fall into four (4) areas: before a crisis, during a crisis, after the crisis and follow-up. The keystone to the plan is a single spokesperson.

1. Official Spokesperson

The President, or his/her designate, is the official spokesperson for information during times of crisis.

The official spokesperson will clearly represent the institution with defined and specific responsibilities.

The spokesperson will state the location, type of incident, when it occurred, why it happened (if possible) and who is involved. Names of all injured people are to be withheld until families have been notified.

College employees contacted by the media to provide information and/or opinions on a College crisis incident will refer all inquiries to the Director of College Relations.

2. Before a Crisis

The Crisis Communication Plan will set forth a general framework for the College's reaction to a series of identifiable situations. The plan will set-in-motion certain communication processes as outlined in Appendix A.

3. During a Crisis

When in crisis, the need to communicate accurate information through the news media begins immediately. The appropriate regional/Campus Administrator/designate will immediately notify the Office of the President of a crisis situation or potential crisis situation.

4. After the Crisis

The Crisis Communication Plan will outline the follow-up work required after the crisis. The Office of College Relations will continue to release information on the crisis incident as a means of summation and closure.

5. Evaluation

The Crisis Communication Team (as outlined in Appendix A) will meet following a crisis, to de-brief and evaluate the crisis communication plan.

Dashboard – President’s Goals, Objectives and Targets from April 11, 2025 – April 12, 2026

December 5, 2024



Progress indicators: Complete  On track  Somewhat delayed  Substantially delayed 

Outcome of achievement indicator	Reporting Date	President’s Comments / Factors affecting performance
	Dec 5/24	
1. Approval of the <i>BUILD 2026 Year 3 Dashboard</i>		<i>BUILD Year 3 Dashboard</i> approved by Board of Governors in June 2024.
2. Completion of a draft business case for student housing in Campbell River		Draft business case submitted to Ministry of Post Secondary Education and Future Skills for review and feedback on November 15. Final business case due in the Spring 2025.
3. Implement a provincial and federal election-advocacy strategy		Post-provincial election advocacy action plan underway to welcome new and returning MLAs, relevant Cabinet Ministers and civil service. Extensive government relation effort underway regarding Government of Canada decision.
4. Government acknowledgement of NIC’s performance in meeting the Mandate Letter		NIC Board of Governors approved the Institutional Accountability Plan and Report (IAPR) in June 2024. It was submitted to the Ministry in July 2024 with positive feedback received. Public posting of plan delayed due to provincial election.
5. NIC Indigenous Education Council (IEC) approval of the Year 3 results of <i>Working Together</i> , NIC’s Indigenous Education Plan, the College’s framework for the Declaration on the Rights of Indigenous Peoples Act action plan		<i>Working Together Year 3 Dashboard</i> has been approved by the central, northern and west-coast committees that together comprise the NIC Indigenous Education Council.
6. Increase NIC’s National Institute for Standards and Technology (NIST) Cybersecurity Framework (CSF) score toward reaching target of 2.9		Results of the next NIST score should be available in Spring 2025.
7. Continue to implement NIC’s Enterprise Risk Management framework by developing NIC’s Enterprise Risk Register		Updated risk register, with numerical scores, presented to the Board in October 2024.
8. Implement the second phase of the Future Ready Skills grant		NIC was funded \$385K to run 14 micro-credentials in 2024/25.
9. Partner with First Nations to offer Indigenous-led trades and technical training		Discussions are underway with three First Nations to offer trades programming in community.
10. Implement the Board of Governors approved 2% increase on international student tuition (to 2024/25)		Implemented for 2024/25 academic year.
11. Deliver a balanced budget in fiscal year 2024/25 and/or meet or exceed financial targets as outlined by the Ministry		2 nd quarter financial statements indicate a deficit per usual, given timing of revenues and expenses. A balanced budget is projected for fiscal year end.
12. Recommend to the Board of Governors tuition (2025/26) for domestic students that complies with the tuition-limit policy		Scheduled for approval by the Board of Governors in December 2024.
13. Undertake four-month administrative leave		Planning underway for Winter/Spring 2025; however, definitive schedule potentially affected due to uncertainty related to recent changes in government policy.
14. Completion and implementation of a leadership team succession strategy		Succession plan completed, and implementation underway.



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 4.2.1

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

Agenda Item: Campbell River Student Housing Business Case

Action Required: For Information

**Draft Motion/
Recommendation:** Not Applicable

Background/History/Executive summary:

One of the goals of *BUILD 2026*, under Foundation, 2.5 Campuses and Centres, was to develop a business case for a NIC Housing Commons at the Campbell River Campus. At the December 7, 2023 Board of Governors meeting, the Board approved the requested financial expenditure for the business case of \$1.1 million.

On November 15, 2024, a draft business case was submitted to the Ministry of Post-Secondary Education & Future Skills (PSFS) for initial feedback before further project costing is undertaken. The Campbell River Student Housing Business Case draft is attached for the Board of Governors information.

The final business case will be brought to the Board of Governors then submitted to the Ministry in the spring of 2025. The draft business case attached included four separate and scalable options. Class D cost estimates were obtained for all four options.

Attachments:

1. Draft Campbell River Student Housing Business Case

Action: For Information



NORTH ISLAND COLLEGE

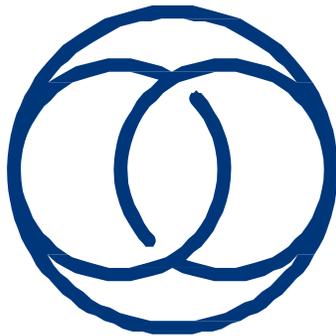


Student Housing Business Case

Ministry of Post-Secondary Education
and Future Skills

DRAFT

November 2024



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

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EXECUTIVE SUMMARY

The Housing Commons project at North Island College (NIC) aims to address the urgent need for affordable student housing at the Campbell River campus. This initiative will improve access to education by providing a secure and supportive living environment for 277 occupants, including family accommodations. The four-story structure will alleviate the housing shortage while aligning with provincial sustainability and reconciliation goals.

Project Description and Cost

The Housing Commons involves constructing a new on-campus residence facility for 277 occupants, with 139 single-student beds and 48 family units. The facility will include self-contained suites, two and four bedroom units and common areas to foster a supportive campus community. Funding will come from provincial and federal grants, NIC resources, and debt financing. The final loan-to-grant ratio and repayment plan are being negotiated with the Ministry of Post-Secondary Education and Future Skills and the Ministry of Finance. The total project cost is estimated at \$108 million.

Table 0-1. Project Overview

Project Title	Institution	Campus/City
Campbell River Student Housing	NIC	Campbell River
Total Project Cost	Provincial/Debt Funding	PSI/Donor Funding
\$108,454,779	\$106,704,779	\$1,750,000
Target Business Plan Approval	Target Construction Date	Target Occupancy Date
June 2025	Sept 2026	Sept 2028

Table 0-2. Project Schedule

Project Activity	Completed by
Ministry communicates notional project approval.	Fall 2023
Business Plan and Indicative Design Development	Fall 2024
Business Plan approval	Late Spring/Early Summer 2025
Finalized Construction Document and Procurement	Spring/Summer 2026
Groundbreaking and Site Preparation	Fall 2026
Construction Begins	Winter 2026
Construction Complete	Spring 2028
All equipment and furnishing have been moved in	Summer 2028
Anticipated Occupancy Date	Fall 2028

Housing Environment

The Housing Commons will feature three main components: a Family Building, a Single Student Building for shorter term stays and a Single Student Building for longer-term stays of one semester or more. The Housing Commons will include indoor and outdoor common spaces such as community kitchens, wellness rooms, ceremonial areas, gardens, and bicycle storage facilities to support well-being. The Housing Commons will be integrated with academic and support facilities on NIC-owned land next to the Campbell River campus. The project will also create additional new parking spaces per Urban Systems' recommendations to meet increased demand.

Student Demand and Current Housing Situation

Demand for student housing at the Campbell River campus is high due to the region's affordable housing shortage. Surveys and market analyses show consistently low vacancy rates in Campbell River, with high rental costs posing significant challenges for students. Studies conducted by the Scion Group in 2024 indicated strong demand for single-student and family accommodations. Currently, NIC lacks dedicated student housing at Campbell River, forcing many students to endure long commutes or struggle to find suitable accommodation. The Housing Commons will provide affordable housing, reduce travel times, and support academic success. Students in shorter term programs (less than one semester) have an especially difficult time securing shorter term market housing in the surrounding community.

Strategic Alignment

The Housing Commons aligns with NIC's BUILD 2026 Strategic Plan, emphasizing student success, community engagement, sustainability, and Indigenous reconciliation. By providing affordable housing, the project supports NIC's goal of enhancing access to education for rural, underserved, and Indigenous students. It also aligns with provincial initiatives, including CleanBC, BC's Wood First Policy, and the Truth and Reconciliation Commission's Calls to Action. The use of mass timber construction demonstrates NIC's commitment to sustainability, while culturally appropriate spaces reflect its dedication to reconciliation.

Procurement and Implementation Strategy

The Design-Bid-Build (DBB) procurement approach was selected for the Housing Commons as it optimizes cost, quality control, accountability, and flexibility, allowing efficient delivery while maintaining stakeholder engagement. A multi-criteria analysis supported the decision, highlighting Design-Bid-Build's advantages in flexibility and collaboration. Risk mitigation strategies include fixed-price contracts, early stakeholder involvement, and contingency funds. The project will select contractors experienced in mass timber construction, with regular progress reviews to ensure alignment with project goals.

Financial Analysis and Operating Plan

The project will be financed through grants, debt financing, and NIC resources. The financial model includes capitalizing interest during construction to avoid immediate financial strain. Loan repayment is planned over 30 years, with rental revenues covering operational expenses and debt servicing. NIC will explore commercial revenue opportunities to enhance cash flow and reduce student burden. The operating plan balances rental affordability with managing costs, including administrative, utility, and maintenance expenses and contributions to a replacement reserve. Occupancy is expected to be 95% during the academic year, with strategies to maximize off-season occupancy through partnerships and shorter-term housing options.

Student Housing Operations

As NIC's first on-campus housing, the Housing Commons will establish an operating plan based on best practices from similar institutions. Overseen by NIC's Student Affairs division, the Housing Operations Team will manage staffing, maintenance, and student support services. Key supports include Student Advisors, mental health services, academic support, and culturally appropriate services for Indigenous students. Safety measures, such as controlled access, security patrols, and adherence to Crime Prevention Through Environmental Design (CPTED) guidelines, will ensure a secure living environment.

Conclusion and Recommendations

The Housing Commons at North Island College's Campbell River campus addresses the region's affordable student housing shortage. The project aims to enhance student success, promote sustainability, and foster community engagement by providing a secure and supportive environment. The Design-Bid-Build procurement method ensures timely delivery while maintaining flexibility and stakeholder involvement.

The following steps include securing Ministry approvals, finalizing funding agreements, and proceeding with the detailed design phase. Strengthening partnerships with Indigenous communities, selecting contractors experienced in mass timber construction, and establishing governance for regular progress reviews are recommended to advance the project effectively.

The Housing Commons is positioned to serve as a model for sustainable, inclusive student housing in rural settings, contributing to the growth and success of NIC and the broader community.



1.0 Project Overview

1.0 PROJECT OVERVIEW

1.1 Institution Background and History

North Island College (NIC) is a public community college located on Vancouver Island, British Columbia, situated on the unseeded and ancestral territories of the 35 First Nations comprising the Nuu-chah-nulth, Kwakwaka'wakw, and Coast Salish peoples. NIC serves a diverse student population across a large geographical region, with campuses in Comox Valley, Campbell River, Port Alberni, and a regional learning center in Ucluelet. Established in 1975, NIC has become a key provider of post-secondary education in the region, offering a range of programs, including university transfer, health sciences, trades, business, adult upgrading, and Indigenous education.

The Campbell River campus, where the Student Housing Commons project is proposed, has experienced significant growth and expansion, particularly in skilled trades, health and human services, and Indigenous education. This campus is a central educational hub for the northern Vancouver Island region, providing access to urban and remote communities, including several Indigenous Nations. The Student Housing Commons project aligns with NIC's strategic focus on increasing educational accessibility, supporting student success, and enhancing campus life.

NIC serves approximately 8,000 full-time equivalent (FTE) students annually, with over 30,000 learners enrolled in credit and non-credit courses. Enrollment at NIC has experienced a steady annual growth rate of 3-5% over the past decade, with significant increases in health sciences and skilled trades programs. NIC is committed to lifelong learning, diversity, and supporting Indigenous education through partnerships and ongoing reconciliation efforts. The BUILD 2026 Strategic Plan emphasizes NIC's dedication to student success, community engagement, sustainability, and enhancing access to education through initiatives like on-campus housing.

Vancouver Island continues to have some of the highest population growth rates in BC, with Campbell River and the Comox Valley regions experiencing the highest year-over-year growth rates, each with 1.5% growth from 2020 to 2021 (compared to a provincial growth rate of 1.1%)¹. Campbell River's low vacancy rate of 0.9%² creates a strong demand for affordable housing while responding to the needs of under-represented and vulnerable populations. In Winter 2019, the Campbell River campus hosted an increased number of international students on its

¹ State of the Island Economic Report: 2022

² Appendix 12: CMHC Primary Rental Market Statistics – Campbell River

campus, which has now returned following the pandemic. This has created increased demand for on-campus student housing.

The importance of secure housing for student success cannot be overstated. Research has shown that students with stable housing are more likely to complete their studies and achieve academic success. NIC students, particularly those from underserved, rural, and Indigenous communities, often face significant barriers to finding affordable and stable housing. The Housing Commons project is a critical component of NIC’s strategy to support students by providing a living-learning environment that fosters community, safety, and academic excellence. This project will directly address these challenges and enhance the overall student experience at the Campbell River campus.

If this project is not funded, students will continue to face barriers to accessing safe, secure, and affordable housing while pursuing their education goals.

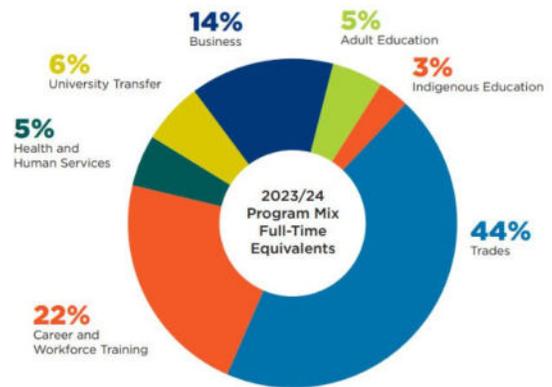
The high percentage of trades and technical programs students at the Campbell River campus will require an innovative new model for operating housing opportunities for learners who are not attending NIC in a typical four-month semester model. This includes students registered in 8-12 week apprenticeship programs, career training and micro-credentials who will require shorter-term housing models.

Table 1-1 FTE Program Mix

FTEs	2022/23
University Transfer	25.20
Health & Human Services	37.06
Business & Tourism	24.98
Adult Upgrading	23.00
Trades & Industrial Training	538.50
Total	648.73

Figure 1-2 FTE Program Mix³

Campbell River Campus Program Mix (from March 2023)



³ Campbell River Regional Campus: Future of Learning and Innovation

1.2 Project Objective

The primary objective of the Housing Commons project is to address the critical shortage of affordable, accessible student housing at the Campbell River campus, specifically focusing on supporting underserved populations, including Indigenous, rural, and adult learners. By providing on-campus housing for 277 occupants, including 48 family housing units and 139 single-student beds, the project aims to reduce barriers to education and improve overall student success by offering secure, supportive living environments.

The project aligns with NIC's high-level strategic objectives as outlined in the BUILD 2026 Strategic Plan, including:

- **Increasing Access to Education:** Providing affordable on-campus housing will significantly improve access to post-secondary education for students who face challenges related to housing affordability, particularly in the Campbell River region, where rental vacancy rates are critically low. The Housing Commons will provide stability for students who may otherwise struggle to find suitable accommodation, particularly those from rural and remote communities.
- **Supporting Student Success and Retention:** The Housing Commons will create a supportive, living-learning environment that fosters academic achievement, reduces dropout rates, and enhances student experience. The project aims to increase student retention and success rates, particularly for first-year students and those transitioning from high school to post-secondary education, by offering a sense of community and belonging.
- **Advancing Reconciliation:** Guided by the NIC Indigenous Education Council and aligned with the Truth and Reconciliation Commission's Calls to Action, the Housing Commons will include culturally appropriate spaces that reflect the needs of Indigenous learners. The project will provide priority access for Indigenous students and incorporate design elements that honour the cultural heritage of the We Wai Kai, Wei Wai Kum and Kwiakah First Nations.
- **Community and Economic Development:** By increasing enrolment stability, fostering campus activities, and encouraging partnerships with local businesses and community organizations, the Housing Commons will contribute to regional economic growth. The project will also create job opportunities during construction and support local suppliers, further benefiting the community.

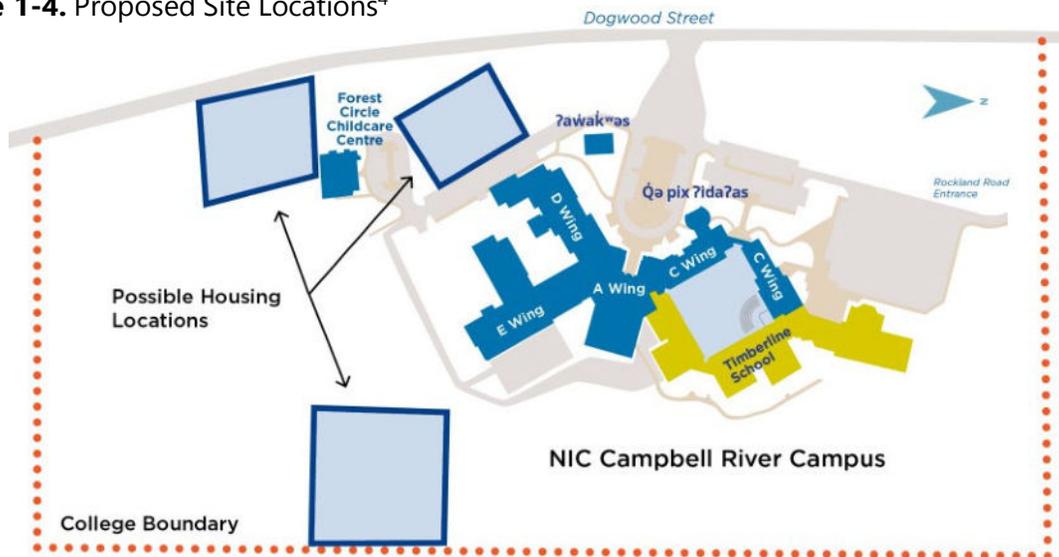
- Promoting Sustainability:** Using mass timber to construct the Housing Commons will support NIC's commitment to sustainability and align with BC's Wood First Policy, demonstrating leadership in sustainable building practices. The project will also incorporate energy-efficient systems, green building standards, new outdoor features such as bicycle storage, trail and pathway connections, and a wash area to minimize its environmental footprint.

1.3 Project Scope

The Housing Commons project at the Campbell River campus will involve the construction of one or two new buildings that will provide on-campus accommodation for 277 residents (depending on the option selected), including single-student beds and family units.

Total building area varies among the four design options being considered. Floor area ranges from 11,000 square meters to 14,500 square meters.

Figure 1-4. Proposed Site Locations⁴



⁴ Campbell River Regional Campus: Future of Learning and Innovation

The project scope includes the following key elements:

- **Number of Beds:** The project will deliver 139 single-student beds and 48 family housing units, accommodating 277 total occupants. This mix of housing options is designed to address the diverse needs of the NIC student population, particularly underserved groups such as families, Indigenous learners, students in shorter-term programs and students from rural communities.
- **Shorter Term Stays:** this project at our Campbell River campus will uniquely have a dedicated program for students whose program timelines do not align with the semester system. We have a large percentage of trades and technical program students at this campus, and many of those programs and apprenticeship opportunities are shorter than a single semester (7-12 weeks) or have alternate start and end dates. This focus on shorter term stays is unique in British Columbia, and will provide important opportunities to students in high-demand skills training careers.
- **Housing Types:** The Housing Commons will include traditional self-contained single-student units with kitchenettes, semi-suites with shared kitchens and self-contained one- and two-bedroom units for students with families. The single-student units will be designed to foster a sense of community while providing sufficient privacy and comfort. The family units will provide dedicated spaces for student parents, ensuring they have a secure and supportive environment.
- **Construction Information:** The new buildings will utilize mass timber construction, incorporating cross-laminated timber (CLT) and glulam beams as part of the structural system. The use of mass timber aligns with BC's Wood First Policy, emphasizing sustainable construction practices. To ensure sustainability, the buildings will be designed to meet Energy Step Code 4 standards, with high-performance insulation, energy-efficient windows, and advanced mechanical systems. The structures will be up to 20 meters high and include approximately 93 parking spaces.
- **Location and Property Description:** The Housing Commons will be located on the Campbell River campus, which North Island College owns. The property is zoned Public Use and Assembly-1 (PA-1) in the City of Campbell River, and no rezoning is required for this development. The design will adhere to zoning regulations, with a maximum building height of 20 meters and considerations for community integration.

- **Functional Program and Design:** The project will include a range of room types and layouts designed to meet the diverse needs of NIC students. Common areas such as lounges, study spaces, and a community kitchen will be provided to encourage social interaction and create a living-learning environment. Outdoor amenities will include green spaces, pathways, bicycle and outdoor equipment storage and wash areas, and community gathering spaces to enhance the quality of life for residents. The project will also incorporate Crime Prevention Through Environmental Design (CPTED) principles to ensure the safety and security of residents.
- **Parking and Accessibility:** The project will include 93 new parking spaces, designed based on the recommendations from the Urban Systems parking study, which suggests reduced parking ratios to align with sustainability goals. The buildings will also feature accessible pathways and entrances to accommodate individuals with disabilities, and all facilities will meet or exceed Rick Hansen Foundation Accessibility standards.
- **Rezoning and Development Status:** No rezoning is required for the Housing Commons project, as the property is already appropriately zoned for the intended use. Development variance applications have been reviewed, and the design aligns with the existing zoning requirements for height and land use.
- **Childcare:** The project includes provisions for adding additional childcare spaces to accommodate the needs of students in the family housing who are bringing their young children. Three options have been considered, including adding to the existing childcare building, integrating additional spaces into the family housing building, or creating an entirely new, separated, childcare facility. Costing for the childcare facility is presented separately to enable a comparable consideration of the options and to provide a framework for seeking additional funds for this portion of the project, if necessary.

Scion's student survey reflects the need for shorter-term accommodation to support trades students and family housing as the average age of students is 30. Scion's report is presented in **the Appendix**. As the demand study prescribes, we plan to model the Campbell River Housing Project on the completed Comox Valley Student Housing Commons project, but with slightly more beds. The Housing Commons project is a significant step forward in addressing the housing needs of NIC students and enhancing the overall campus environment. By offering a mix of affordable housing options, the project aims to reduce barriers to education, foster community engagement, and support the long-term success of NIC students.

1.4 Methodology

The methodology for preparing this business case involved a comprehensive approach to ensure accuracy, relevance, and alignment with NIC's strategic goals and the community's needs. This included:

- **Data Collection and Analysis:** Information was gathered from various sources, including internal NIC reports, external studies, and stakeholder consultation. Specific sources included the NIC Market Demand Analysis, demographic studies, and Canada Mortgage and Housing Corporation (CMHC) data. Scion Group conducted the Student Housing Market Demand Study and Feasibility Analysis, providing critical data on student housing preferences, affordability issues, and projected demand. The high percentage of trades student on the Campbell River campus also prompted us to complete a survey of all current trades students to understand their unit type preferences and price tolerances.
- **Stakeholder Engagement:** Engagement sessions were held with NIC students, staff, faculty, local municipalities, and community members, including local First Nations representatives and the NIC Indigenous Education Council. This ensured that the project reflected the diverse needs of the student population and incorporated culturally appropriate elements.
- **Environmental Scans and Comparisons:** A comparison of student housing models from other post-secondary institutions across British Columbia was conducted to understand industry best practices and innovative approaches that could be applied to the Housing Commons project. These comparisons helped shape the approach to creating affordable, accessible, and sustainable housing solutions.
- **Risk Assessment:** The project team conducted a detailed risk assessment to identify potential risks throughout the project lifecycle. This included stakeholder engagement to mitigate timeline risks and using standardized cost-cutting designs. The Risk Register was prepared following government guidelines to ensure risks were systematically identified, evaluated, and managed.
- **Collaboration with Urban Planning Experts:** NIC collaborated with Urban Systems to assess zoning requirements, infrastructure, and parking needs. This included a study recommending an updated approach to reducing parking ratios, addressing zoning requirements and environmental sustainability goals. The project

is designed to comply with PA-1 zoning regulations, including height restrictions of up to 20 meters and permissible uses.

- **Cost Estimates and Financial Analysis:** Detailed cost estimates were prepared for the Housing Commons project, including consideration for materials, labour, and ongoing operational costs. The financial model included a total project cost of \$108 million. The model aims to balance affordability for students while ensuring economic sustainability over the project's life.
- **Sustainability and Environmental Considerations:** Environmental considerations included integrating bicycle storage, wash areas, and connections to local trails and pathways. The Housing Commons will incorporate mass timber construction to align with BC's Wood First Policy and meet CleanBC targets for sustainable, energy-efficient design. Additionally, the plan includes creating 93 new parking spaces to accommodate increased housing capacity.

1.5 Project Description

The Housing Commons project at North Island College's (NIC) Campbell River campus represents a significant investment in the future of education and community well-being on Vancouver Island. This project addresses the urgent need for student housing by creating a safe, affordable, and supportive environment for NIC students. The Housing Commons will accommodate 277 occupants, combining 139 single-student beds and 48 family units. This increased capacity aims to address the growing student population and meet the needs of diverse learners, particularly those from rural and Indigenous communities.

Target Student Population

The facility will serve a diverse student population, including general students, Indigenous learners, first-year students, adult learners, and students with families. Including two-bedroom units for families ensures that adult learners with dependents can access secure, supportive housing, reducing barriers to post-secondary education.

Construction and Design

The facility will be a four-storey structure, utilizing mass timber construction to align with BC's Wood First Policy and promote sustainability. The total building area is approximately 60,000 square feet, designed for long-term usability, adaptability, and energy efficiency. The building will feature prefabricated components, high-performance insulation, and energy-efficient systems to support CleanBC initiatives.

Amenities and Common Areas

The Housing Commons will include various room types, common areas, study spaces, wellness rooms, and outdoor community areas such as ceremonial spaces, gardens, a bicycle and outdoor equipment storage and wash area, and trail and pathway connections. This project will also advance reconciliation efforts by including culturally appropriate spaces and design elements that honour Indigenous traditions, in line with the Truth and Reconciliation Commission's Calls to Action and NIC's Indigenous mandates. Including communal kitchens, lounges, and wellness areas will provide additional space to enhance the living-learning environment, fostering community and supporting student well-being.

Location and Zoning

The project will be constructed on NIC-owned land adjacent to the Campbell River campus' academic buildings. The site selection ensures minimal disruption to existing campus operations while providing convenient access to academic and support services for residents. The property is zoned as PA-1 under the current Campbell River Zoning Bylaw, which allows for institutional use with a maximum building height of 20 meters, making the site ideal for this development.

Parking and Transportation

To accommodate the increased occupancy, the Housing Commons will include 93 new parking spaces, incorporating electric vehicle (EV) charging stations to support green transportation initiatives. Urban Systems is conducted a parking study recommending updated parking ratios to align with the institution's sustainability goals. Trail and pathway connections to the Beaver Lodge Forest Lands and the Greenways Loop will also be developed to support active transportation options.

Environmental and Cultural Considerations

The Housing Commons will incorporate design elements that promote environmental stewardship and cultural inclusivity. This includes adherence to Crime Prevention Through Environmental Design (CPTED) guidelines, gender-neutral design considerations, and creating culturally safe spaces for Indigenous students. The project will consist of spaces for community gatherings, gardens, and play areas for children, promoting a holistic living environment that supports both academic and personal growth.

The Housing Commons at NIC's Campbell River campus is a strategic initiative to enhance student success, support community growth, and demonstrate leadership in sustainable building practices. It aims to provide a welcoming and inclusive living-learning environment that meets the needs of NIC's diverse student population.

1.6 Housing Environment

The Housing Commons at North Island College (NIC) will provide a unique living-learning environment to support diverse student needs. This development consists of two primary components: a Family Building and a Single Student Building, with various indoor and outdoor common spaces to create a vibrant campus community.

A final recommendation has not been confirmed among the four options presented. The numbers below will be adjusted to reflect the recommendation of the NIC community and partners.

The Housing Commons at NIC features:

Family Building 48, one- and two-bedroom suites (138 beds)

- Combination of one- and two-bedroom suites;
- Including accessible suites
- Resident community spaces; and
- Some options/configurations include integrated or separate childcare.

Single Student Building – Longer Term Housing (63beds)

- Unit types are a mix of quad apartments, studio suites and nano suites.
- Quad apartments with four bedrooms, a common room, galley kitchen and shared washroom facilities;
- Regular studio apartments;
- Accessible suites;
- Nano (3.6 x 4.1 metre) studio apartments; and
- Resident community spaces.

Single Student Building – Shorter Term Housing (76 beds)

- Unit types are a mix of semi-suites with shared/common kitchens.
- Semi-suites with two bedrooms and a shared bathroom; shared kitchen for each 10-12 residents;
- Accessible suites;
- Nano (3.6 x 4.1 metre) studio apartments; and
- Resident community spaces.

Indoor common spaces include:

- A community commons space;
- Common lounge with kitchen;

- Quiet study areas;
- An interfaith room;
- Wellness/practice room;
- Gathering space;
- Vending facilities;
- Family gathering space with kitchen and play area;
- Housing services offices; and
- 24/7-campus security.

Outdoor common spaces include:

- Outdoor gathering space and amphitheatre;
- Outdoor kitchen space;
- A natural contemplation space;
- Ceremonial space;
- Community food gardens;
- Children’s play areas; and
- Seating nodes.
- Bicycle and outdoor equipment storage and bicycle wash
- Trails and pathways

Community Integration and Accessibility

The Housing Commons will be closely integrated with the campus environment, creating a holistic living-learning community. The proximity to academic buildings and other student services ensures convenient access for residents, allowing them to participate fully in campus activities without the challenges of long commutes.

The campus location also provides access to various amenities, including library services, computer labs, recreational facilities, and wellness resources. The site is within walking distance of several schools, healthcare facilities, retail centre, community sports facility, and recreational areas, including the Forest Circle Care Centre, Penfield Elementary School, Southgate Middle School, Timberline Secondary School, and the Beaver Lodge Forest Lands. Additionally, the campus is part of a major transit exchange and connected to the 26 km Greenways Loop trail system, which encircles Campbell River, providing easy access to local amenities.

Cultural and Environmental Design

The Housing Commons project incorporates culturally sensitive and inclusive design elements that reflect the cultural heritage of the We Wai Kai, Wei Wai Kum and Kwiakah First Nations.

These elements include ceremonial spaces, artwork, territorial acknowledgments, and culturally safe community gathering areas.

This focus on cultural recognition is vital to supporting the needs of Indigenous students and advancing reconciliation efforts, guided by the NIC Indigenous Education Council and in alignment with the Truth and Reconciliation Commission's Calls to Action.

Sustainability and Green Initiatives

The Housing Commons project has been designed to meet high environmental sustainability standards, aligning with CleanBC initiatives. The building features mass timber construction, which supports BC's Wood First Policy, and energy-efficient systems to minimize the environmental footprint. Outdoor amenities, including gardens, pathways, bicycle and outdoor equipment storage, and a wash area, encourage a connection to nature and promote sustainable living.

A Supportive Living-Learning Environment

The Housing Commons will create a community-oriented environment supporting academic success and personal growth. Shared spaces such as study rooms, wellness areas, lounges, and communal kitchens will provide opportunities for social interaction, peer support, and engagement in campus life. By fostering a sense of community, the Housing Commons aims to enhance the student experience, reduce dropout rates, and ensure students thrive academically.

The Housing Commons at NIC Campbell River campus embodies a commitment to inclusivity, cultural recognition, sustainability, and student well-being, providing a foundation for student success and community engagement.

1.7 Student Demand

North Island College (NIC) has conducted several analyses to assess the current and projected demand for on-campus housing at the Campbell River campus in 2024, demonstrating a significant need for student housing at the Campbell River campus.

The demand analysis indicates that the Student Housing Commons in Campbell River could accommodate up to 170 single-student beds and 50 family units. The increase in capacity reflects the growing student population and the need for diverse housing options to support a wide range of learners, particularly those from rural and Indigenous communities.

The overall shortage of affordable, safe housing options in the region drives the demand for on-campus housing at the Campbell River campus. According to the Canada Mortgage and

Housing Corporation (CMHC), the vacancy rate for rental units in Campbell River has remained consistently below 2% over the past four years. High rental costs and limited housing availability have made it challenging for students to secure affordable accommodation, creating a barrier to accessing education.

Furthermore, this survey highlights that nearly 50% of students reported a neutral or dissatisfactory experience in finding housing near campus, with many reporting that they lived over 1.5 hours away due to lower costs. Additionally, approximately 60% of students rent their living space, 28% live with parents or friends, and only 10% own their residence. The area's lack of affordable housing options remains a key deterrent to potential students considering NIC for their studies.

The Student Housing Market Demand Study also indicates that additional housing capacity is essential to improving the overall student experience at NIC. By providing safe, accessible, and affordable on-campus housing, NIC will support students in reducing travel times, decreasing living costs, and fostering a living-learning environment conducive to academic success.

1.8 Current Student Housing

North Island College (NIC) does not have on-campus student housing available at the Campbell River campus. The absence of on-campus housing presents a significant barrier to students who wish to pursue their education while maintaining a stable, affordable living environment.

Many students, particularly those outside the Campbell River area, face considerable challenges finding appropriate rental accommodation, as the city's vacancy rates are consistently below 2%. As a result, students are often forced to live far from campus, resulting in long commutes, increased costs, and a detrimental impact on academic performance. The lack of suitable, safe, affordable housing has also led some students to sleep in vehicles or forgo their studies.

The proposed Housing Commons aims to address these barriers by providing dedicated student accommodation with affordable, supportive housing for single students and families. This new student housing initiative will support students' educational pursuits and improve their overall quality of life by reducing commuting distances, promoting community engagement, and fostering a supportive living-learning environment.

The proposed development, which includes 139 single-student beds and 48 one- and two-bedroom family units, will ensure that NIC students can access secure, comfortable, and affordable accommodation options. By providing on-campus housing, NIC aims to enhance students' educational experiences, reduce the economic and logistical pressures of housing, and foster a thriving campus community.

The Housing Commons is intended to serve as a critical component in supporting student retention, promoting academic success, and ensuring equal access to education for all students, regardless of their financial or geographic circumstances. The facility's design includes common areas, study spaces, and outdoor amenities that support students' well-being and academic pursuits. With the increased occupancy of 277 residents, the Housing Commons will create a vibrant, inclusive community that supports student success.

1.9 Housing Goals and Environment

Housing Goals

The Housing Commons project at North Island College (NIC) is designed to address several key goals, focusing on student success, sustainability, community engagement, and advancing reconciliation. The primary goals of the Housing Commons project are as follows:

- **Enhancing Student Success:** The Housing Commons aims to support students by providing a secure and supportive living environment that reduces the stresses associated with housing insecurity. By offering affordable on-campus housing, NIC seeks to foster a living-learning environment where students can focus on their education and personal development without the burden of finding suitable accommodation in a high-demand rental market.
- **Promoting Equity and Inclusivity:** A major goal of the Housing Commons is to create an inclusive housing environment that supports the needs of diverse student populations, including Indigenous students, students with families, and adult learners. The project incorporates culturally appropriate spaces and provides priority access to Indigenous students, contributing to NIC's commitment to advancing reconciliation and promoting equitable access to education.
- **Sustainable and Environmentally Responsible Design:** The Housing Commons is committed to sustainability, utilizing mass timber construction and energy-efficient systems. By adopting sustainable construction practices and incorporating renewable energy solutions, NIC aims to reduce the environmental footprint of the new housing facility and align with the CleanBC initiatives and BC's Wood First Policy. The building design also includes high-performance insulation, energy-efficient HVAC systems, solar-ready infrastructure, and outdoor features like bicycle and outdoor equipment storage and trail connections.

- **Community Integration:** The Housing Commons is designed to be more than just a residence; it is intended to create a sense of community for residents and the broader campus population. By including communal spaces such as wellness rooms, ceremonial areas, study lounges, and outdoor community gardens, NIC aims to promote social interaction, support mental well-being, and enhance the overall campus experience.

Housing Environment

The Housing Commons will offer a diverse range of accommodations to suit the varying needs of NIC students, including traditional dormitory-style units, self-contained suites, and family housing. The building will feature several key elements designed to foster an inclusive and supportive living environment:

- **Culturally Appropriate Spaces:** The Housing Commons will include culturally significant design elements to create a welcoming environment for Indigenous students. These spaces are being developed in consultation with local First Nations and the NIC Indigenous Education Council to ensure they reflect Indigenous learners' cultural heritage and needs.
- **Family and Single Student Housing:** The facility will provide separate accommodations for single students and students with families. The family units are designed to support adult learners with dependents, enabling them to pursue their education without compromising their family's well-being.
- **Community and Wellness Spaces:** The Housing Commons will include wellness rooms, community lounges, and ceremonial spaces to foster a living-learning environment that supports physical and mental well-being. Outdoor spaces such as gardens, play areas, and gathering spots are also integrated into the design to promote community engagement and connection with nature.
- **Accessibility:** The Housing Commons will feature accessible suites and common areas to ensure that all students, regardless of physical ability, can access safe and comfortable housing. The building's design follows the Rick Hansen Foundation Accessibility Certification standards, demonstrating NIC's commitment to inclusivity and universal access.

By achieving these goals, the Housing Commons at NIC's Campbell River campus will not only address the immediate need for student housing but will also contribute to a more inclusive, supportive, and sustainable campus environment that enhances the overall student experience.

1.10 Strategic Alignment

The Housing Commons project at North Island College (NIC) is strategically aligned with several institutional, provincial, and community goals. The project addresses critical priorities in student success, sustainability, Indigenous reconciliation, and economic development, supporting both NIC's strategic objectives and broader governmental policies.

Institutional Alignment

The Housing Commons aligns closely with NIC's BUILD 2026 Strategic Plan, which emphasizes student success, community engagement, and reconciliation with Indigenous Peoples. Specifically, the project supports the following strategic priorities:

- **Student Success:** The Housing Commons directly addresses NIC's goal of enhancing student success by providing affordable, safe, and supportive housing options. Secure housing enables students to focus on their studies, participate fully in campus life, and achieve their academic goals.
- **Community Engagement:** The development of on-campus housing will foster a vibrant campus community, encouraging students to engage with one another and the broader community. This aligns with NIC's goal of promoting a supportive living-learning environment and enhancing community involvement in campus activities.
- **Indigenous Engagement and Reconciliation:** The Housing Commons project is designed with significant input from the NIC Indigenous Education Council and local First Nations. By incorporating culturally appropriate spaces, prioritizing housing access for Indigenous students, and ensuring that the facility design honours the cultural heritage of the We Wai Kai, Wei Wai Kum and Kwiakah First Nations, the project advances NIC's commitment to reconciliation and supporting Indigenous learners.

Provincial Alignment

The Housing Commons project aligns with key provincial policies and initiatives, including:

- **CleanBC Initiative:** By utilizing mass timber construction, energy-efficient systems, and renewable energy infrastructure, the Housing Commons supports the goals of the

CleanBC initiative, which aims to reduce greenhouse gas emissions and promote sustainable building practices across the province.

- **BC's Wood First Policy:** The project aligns with the Wood First Policy by incorporating mass timber as the primary construction material. This supports the local forestry sector and demonstrates leadership in adopting sustainable building materials.
- **Truth and Reconciliation Commission's Calls to Action:** The Housing Commons addresses several Calls to Action by providing culturally relevant housing for Indigenous students and ensuring that Indigenous perspectives are integrated into the planning and design of the facility.

Community and Economic Alignment

The Housing Commons will contribute to the economic and social well-being of the Campbell River community by:

- **Economic Development:** The construction of the Housing Commons will create job opportunities for local contractors, suppliers, and tradespeople, thereby contributing to the local economy. Upon completion, the increased student population will also support local businesses by generating demand for goods and services.
- **Social Integration:** The Housing Commons is designed to foster community among students, promoting social interaction and collaboration. The project's integration of family units, culturally appropriate spaces, and wellness areas will create a diverse and inclusive community that reflects the needs of the broader Campbell River population.
- **Access to Education:** The project will increase access to education for students who might otherwise face barriers due to housing insecurity by providing affordable on-campus housing. This aligns with NIC's goal of reducing barriers to education for all learners, particularly those from underserved and remote communities.

Sustainability Alignment

The Housing Commons is committed to sustainability, aligning with both institutional and provincial environmental goals:

- **Green Building Standards:** The project is designed to meet or exceed BC Energy Step Code Level 4, incorporating high-performance insulation, energy-efficient HVAC systems,

and solar-ready infrastructure. These features ensure that the building minimizes its environmental impact and aligns with the province's sustainability goals.

- **Mass Timber and Carbon Reduction:** Mass timber not only supports the local forestry industry but also significantly reduces the embodied carbon footprint of the building compared to traditional materials such as concrete and steel. This commitment to sustainability aligns with NIC's and the province's climate action goals.

By strategically aligning with institutional, provincial, and community goals, the Housing Commons at NIC's Campbell River campus will serve as a sustainable, inclusive, and community-focused student housing model. The project addresses the immediate housing needs of NIC students and contributes to the region's long-term economic, social, and environmental benefits.

1.11 Concise Conclusion and Recommendation

Summary of Project Benefits

The Housing Commons project at North Island College (NIC) represents a crucial investment in addressing the shortage of affordable, accessible student housing in the Campbell River region. The project will provide housing for 277 occupants combining 139 single-student beds and 48 family units. By offering safe and supportive on-campus accommodation, the Housing Commons aims to reduce barriers to education, promote student success, and foster a vibrant campus community. More than half (53%) of students at the NIC campus come from outside Campbell River but within the NIC region. Campbell River has a vacancy rate of 0.9%, and rental rates are increasing.

Key benefits include enhancing student retention and success rates, supporting underserved populations, including Indigenous and multi-barrier students, and contributing to community integration and regional economic development.

Strategic Importance

This project aligns with NIC's strategic objectives, supporting the institution's BUILD 2026 Strategic Plan by promoting student success, community engagement, and reconciliation with Indigenous Peoples. The Housing Commons also aligns with key provincial initiatives, such as CleanBC, the Truth and Reconciliation Commission's Calls to Action, and BC's Wood First Policy. The use of mass timber in the construction process highlights NIC's dedication to sustainability, while culturally appropriate design elements emphasize NIC's commitment to inclusivity and reconciliation. Additionally, the project will incorporate new outdoor features, including bicycle

storage, trail and pathway connections, and community gathering spaces, promoting an environmentally and culturally supportive environment.

The project costs \$108.5 million, with \$106.75 million funded by the Province of BC and \$1.75 million through PSI/Donor funding.

Recommendation for Approval

It is recommended that the Province of British Columbia approve the necessary capital funding for the 277-occupant Student Housing Commons at NIC's Campbell River campus. This investment will enable NIC to continue providing high-quality education while addressing the critical housing needs of students. The project will support student success, align with sustainability goals, and advance reconciliation efforts. The Housing Commons will also create additional new parking spaces, including electric vehicle (EV) charging stations, to support sustainable transportation options. The project will serve as a model for other institutions, demonstrating the potential for sustainable, inclusive student housing in rural settings.

Given the alignment with institutional goals, regional priorities, and the broader policy context, this funding is crucial for fostering educational access, enhancing student well-being, and driving regional growth and community collaboration.



2.0 Project Context

2.0 PROJECT CONTEXT

2.1 Current State

The current state of on-campus student housing at North Island College (NIC) reflects the need for expanded accommodation options, particularly at the Campbell River campus. Presently, there are no dedicated on-campus student housing facilities at Campbell River, which creates significant barriers for students seeking accessible education, especially for those from rural, Indigenous, or underserved communities. The lack of on-campus housing means students often face high rental costs, long commutes, and limited availability in the local housing market, negatively impacting their ability to pursue post-secondary education successfully.

NIC is nearing completion of construction in summer 2025 of a similar student housing project at the Comox Valley campus. This project has provided many learning opportunities for the project team, upon which form a strong foundation of the project successes and establishment of working systems for a robust construction plan and ongoing building operation of this project.

A comprehensive survey conducted by the Scion Group in early 2024 highlighted that more than 60% of NIC students rent their living space while attending the Campbell River campus, while approximately 28% live with family or friends. The survey further indicated that 86% of students at the Campbell River campus come from communities within 50 km of the campus and 14% commuted over 50 kilometres to attend classes. Nearly half (48%) of the Campbell River respondents reported a neutral or dissatisfactory experience finding housing within a reasonable distance, and 57% had a neutral or dissatisfied response when asked about difficulty finding housing options within their budget. These findings underline the housing shortage's substantial impact on students' ability to successfully pursue and complete their education.

The lack of on-campus housing has also led to significant housing insecurity, particularly for Indigenous students, who represent 25% of NIC's student body, and for adult learners who are supporting families while pursuing their education. Addressing these issues is critical to ensuring all students have an equal opportunity to succeed in their studies without the added burden of housing instability. Additionally, the lack of safe, affordable, and culturally relevant student housing has led students to undertake long commutes, choose not to start their post-secondary education, or even withdraw from their studies. Some shorter-term trades students have been known to sleep in their cars, pay high hotel costs or rent unsuitable apartments to access their studies.

The proposed Housing Commons project addresses these challenges by creating dedicated student housing to fill a significant housing gap for post-secondary students on north-central Vancouver Island. The development will include 139 beds for single students and 48 family units to support single students and students with dependents. By providing affordable, supportive housing options, NIC aims to improve students' overall quality of life, reduce commuting distances, promote community engagement, and foster a supportive living-learning environment.

Site and Design Considerations

The proposed Housing Commons site has been carefully evaluated with respect to land use planning, parking, infrastructure servicing, and site conditions (e.g., environmental, geotechnical, tree removal). Key considerations and requirements include:

- Separate accommodation for single students-long-term, single students-shorter-term, and family accommodation.
- Building orientation and construction standards (e.g., Energy Step 4).
- Adherence to Crime Prevention Through Environmental Design (CPTED) guidelines.
- Accessibility to and throughout the buildings.
- Gender-neutral design considerations.
- Indigenized design elements.
- Creation of a culturally safe area for occupants.
- Open space opportunities include community gathering spaces, gardens, bicycle and outdoor equipment storage and wash areas, trail and pathway connections, and play areas for children.

The student housing will be located on NIC's Campbell River campus, owned by North Island College and currently zoned for Public Use and Assembly-1 (PA-1) in the City of Campbell River. No rezoning is required for this project, and height restrictions allow the buildings to be constructed up to a maximum of 20 meters.

Existing Amenities

While there is no on-campus housing, the Campbell River campus offers a variety of student amenities, including access to the library, computer labs, student services, recreational facilities, and support services. These amenities contribute to a supportive campus environment. Still, they are limited by the lack of integrated housing options that would further enhance the student experience by providing convenient, affordable living arrangements.

Dining/Food Services

The current campus includes a dining area that provides food services; however, it is not designed, nor intended, to provide meal services for student residents. The Housing Commons project includes plans for community kitchens for shorter term residents, kitchenettes in the single-student suites and full kitchens in the family suites. Larger community kitchens and lounge areas will also be included to facilitate larger gatherings and celebrations. The project will also explore opportunities to partner with local vendors and upgrade dining services to provide more seating and meal plan options.

Summary of Existing Housing Portfolio

Currently, NIC has no on-campus housing buildings at the Campbell River campus, making the Housing Commons project an essential step forward in addressing student needs and enhancing accessibility to education. NIC's first student housing commons is scheduled to be completed in summer 2025 at the Comox Valley campus.

2.2 Demand Analysis

The demand for student housing at North Island College (NIC) is significant, particularly for the Campbell River campus, which currently lacks on-campus housing options. The absence of student housing has created considerable barriers for students who require affordable and accessible accommodation to pursue their education. The following analysis highlights the need for on-campus housing and the demand forecast based on recent studies, student demographics, and local market conditions.

Survey Insights and Market Demand

Housing is critical to many BC and Vancouver Island communities, and Campbell River is no exception. With low vacancy rates, rising rents, and limited availability, housing is prohibitively expensive for students. NIC has researched and prepared to understand students' housing needs to assess housing demand at the Campbell River campus.

In Fall 2023, NIC engaged the Scion Group to conduct a Student Housing Market Demand Study and Feasibility Analysis. As part of the study, 346 students from Campbell River and 168 students from Port Alberni were surveyed to assess the demand for student housing. The findings revealed that more than 60% of students rent their living space while attending NIC, nearly 28% live with family or friends, and only 10% own their property. These statistics indicate a clear need for affordable rental options, particularly for students who cannot secure suitable living arrangements near campus.

Furthermore, nearly half (48%) of the respondents from the Campbell River campus reported a neutral or dissatisfactory experience in finding housing within a reasonable distance from the college. Additionally, 57% of students expressed difficulty securing housing options within their budget. Many students also reported living in communities over 1.5 hours away from campus to find affordable housing, often requiring commuting under challenging winter conditions. These difficulties significantly impact students' academic performance, health, and well-being.

The Scion Group Student Residence Market and Demand Analysis recommends 170 single-student beds and 50 family units. This aligns well with the study's recommended range, effectively addressing the identified housing gap. Furthermore, the demand analysis indicates that the Campbell River campus is feasible with 277 occupants, a mix including 48 family units and 139 single-student spaces. These findings suggest that the Student Housing Commons project will significantly improve students' experience in finding affordable housing and reduce long commutes. This building will be one of very few dedicated, purpose-built family housing initiatives at a rural college in BC. Also unique to this project is the attention being paid to students in programs that are shorter in length than 16 weeks, or a typical academic semester. These students will require a different unit mix and operational considerations that is reflected in the design options, financial analysis and operational plan.

The high percentage of trades student on the Campbell River campus also prompted us to complete a survey of all current trades students to understand their unit type preferences and price tolerances. These results have been integrated into the design options presented for review.

Waitlist and Housing Needs

NIC has only very recently developed an interest list for housing and it has not yet been promoted. However, based on student surveys and feedback, the demand for housing is evident, particularly for specific student groups such as Indigenous students, adult learners with families, and trades students requiring shorter-term accommodation. The absence of housing not only affects the ability of students to participate fully in their educational programs but also discourages potential students from enrolling at NIC.

The demand analysis is based on a population of students likely to consider student housing based on their preferences, application addresses, full-time course loads, international status, and face-to-face and online survey feedback. The analysis highlights the urgent need for student housing to support those who may otherwise seek education opportunities elsewhere due to housing constraints.

Local Rental Market Conditions

The local rental market in Campbell River is characterized by a low vacancy rate, which has consistently remained below 2% over the past few years. This scarcity of available rental units has increased rental prices, making it difficult for students to secure affordable accommodation. The Canada Mortgage and Housing Corporation (CMHC) report on the Campbell River area confirms that the limited rental market contributes to rising housing costs, further exacerbating NIC students' challenges in finding appropriate housing.

The lack of affordable housing has become an added barrier for students outside of Campbell River, affecting their ability to access education at NIC. Many students who would be well-suited to study at NIC may pursue education elsewhere due to difficulties finding a place to live. According to NIC student recruiters and advisors, a supported housing model will help ease the transition to post-secondary education and make NIC a more viable option for prospective students.

Vacancy and Rent Comparisons

According to the CMHC data from 2020 to 2023⁵, the vacancy rates for different types of rental units in Campbell River have remained low, with an average total vacancy rate of 1.2% across all unit types. The CMHC rental market report also highlights the average rental costs for the Campbell River area, with one-bedroom units averaging \$1,196 monthly and two-bedroom units averaging \$1,604 monthly. The college intends to keep rent affordable while remaining financially sustainable. NIC's recommended rent for on-campus housing, which includes furnishings, utilities, and wireless network access, is projected to be below the CMHC average rent, making it a competitive option for students.

Dining/Food Services Demand

The proposed Housing Commons will include a shared kitchens and individual kitchenettes in the long term student housing wings, community kitchens in the shorter-term student housing wings, and full kitchens in the family units. The on-campus cafeteria currently provides nutritious options for student who wish to purchase breakfasts and lunches and future consideration may be given to expanding the hours of this service. There will also be an assortment of vending options available within the main campus and the student housing, providing further convenience for students living on campus.

⁵ CMHC Primary Rental Market Statistics – Campbell River [www03.cmhc-schl.gc.ca/hmip-pimh/#Profile/5924034/4/Campbell River \(CY\) \(British Columbia\)](http://www03.cmhc-schl.gc.ca/hmip-pimh/#Profile/5924034/4/Campbell_River_(CY)_%28_British_Columbia%29) Accessed 21 Aug 2024

2.3 Environmental Analysis

North Island College (NIC) is committed to environmental stewardship and sustainable building practices, and the proposed Housing Commons project at the Campbell River campus aims to reflect these values. The environmental analysis focuses on key aspects, such as the lessons learned from other student housing projects, sustainability practices, and how the project will contribute to the overall environmental goals of NIC and the Province of British Columbia.

Environmental Scan of Similar Projects

NIC has reviewed similar initiatives at other institutions across British Columbia and Canada better to understand the environmental considerations for student housing projects. The College has drawn insights from comparable projects, including those at the University of British Columbia, Simon Fraser University, and Vancouver Island University, where sustainable building practices, including energy-efficient design and environmentally friendly construction materials, were prioritized. Lessons learned from these projects emphasize the importance of integrating energy efficiency from the outset of the design process, using mass timber to reduce the carbon footprint, and optimizing building orientation for passive heating and cooling.

Additionally, NIC has considered the design and construction of the Comox Valley student housing project, which incorporates sustainable practices such as energy-efficient lighting, water-saving fixtures, and a commitment to reducing greenhouse gas (GHG) emissions. This project is a valuable example of how incorporating sustainability features can enhance student housing quality while meeting environmental objectives.

Post-Secondary Comparisons

A comparison of housing costs across post-secondary institutions in BC indicates that NIC's proposed rental rates are reasonable in comparison to other institutions. Table 2.3 below provides an overview of housing costs at institutions like the University of Victoria, Vancouver Island University, University of the Fraser Valley, and Thompson Rivers University. These rates are comparable when accounting for different fee structures, utilities, and amenities. The rental rates proposed for the Housing Commons will also align with these comparables, ensuring that NIC remains competitive while providing high-quality housing for students.

Table 2-3: Housing Costs by BC Institutions

Institution	Monthly Rate
University of Victoria	\$1140
Vancouver Island University	\$1054
University of the Fraser Valley	\$875
Thompson Rivers University	\$1138

Lessons Learned and Best Practices

Key lessons from previous student housing and capital projects at NIC and other institutions include:

- **Additional Storage:** Ensuring that the building will include additional storage for excess furniture from units is a crucial lesson learned from the Comox Valley Campus. This would be from displaced unit furnishing when an occupant brings in their furniture and spare furniture stored for unit replacement over time.
- **Energy Efficiency:** Emphasizing energy-efficient building systems is crucial for reducing operational costs and minimizing environmental impact. High-performance windows, efficient heating and cooling systems, and proper insulation are essential for achieving energy efficiency.
- **Use of Mass Timber:** Mass timber is an environmentally sustainable material that significantly reduces the carbon footprint compared to traditional building materials such as steel and concrete. Mass timber is consistent with BC's Wood First Policy, which encourages using wood in construction to support the province's forestry industry and contribute to a low-carbon economy. The high demand for mass timber in the marketplace has resulted in long fabrication timelines and a high importance on maintaining construction schedules.
- **Site Orientation and Passive Design:** Optimizing the building's orientation to take advantage of natural light and passive solar heating and cooling can significantly enhance energy efficiency and reduce GHG emissions. The Housing Commons will incorporate these principles to create a comfortable, energy-efficient student living environment.

Short-Term Trades and Employment Programs

Responding to local employment demands is a critical aspect of NIC's mandate. In 2023, trades programs consisted of 44% of College programming at the Campbell River campus, with additional high-demand career programming offered in areas like career and workforce training (22%), business (14%), and health and human services (5%). The Campbell River campus provides apprenticeship programs in carpentry and plumbing, often requiring shorter-term in-class training. Students in these programs frequently face significant challenges in finding suitable accommodation for shorter durations, leading some to sleep in cars or pay high hotel costs. By providing dedicated housing for these students, NIC can support accessibility to trades programs, easing the burden of securing temporary housing and supporting the demand for these skills for BC's workforce.

Sustainable Building Standards

The Housing Commons project aims to meet or exceed sustainability standards, including compliance with Energy Step Code 4 and adherence to the Climate Resilience Framework for Public Sector Buildings. The project will also aim for a Green Building Standard, such as Passive House Certification or Zero Carbon Building Standard,, further demonstrating NIC's commitment to environmental leadership.

Climate Resilience and Adaptation

The Housing Commons will be designed to enhance climate resilience and adapt to changing environmental conditions. This includes using durable, low-maintenance building materials, incorporating green infrastructure, and ensuring the site is prepared for climate-related risks, such as extreme weather events. Including electric vehicle charging stations, cycling infrastructure, and outdoor community features such as bicycle storage, wash areas, and trail and pathway connections aligns with NIC's commitment to promoting sustainable transportation options.

By integrating these environmental practices and lessons learned from similar projects, the Housing Commons at Campbell River will address the need for student housing and contribute to NIC's broader goals of sustainability, climate action, and environmental stewardship.

Additional Learnings

NIC has also heard specific concerns from the community, indicating that family housing should be a strong consideration. The Housing Commons will ensure that post-secondary housing and programs are accessible to everyone, including older students with established families. More than half (53%) of NIC students at the Campbell River campus come from other communities within the NIC region, highlighting the need for accessible housing for students outside the immediate area. Creating a mix of price points and unit types will allow students to balance cost and privacy, addressing the diverse needs of students in programs of only a few weeks up to students whose studies at North Island College may extend to four years.



3.0 Strategic Alignment

3.0 STRATEGIC ALIGNMENT

3.1 Project Outcomes

The Housing Commons project at North Island College's Campbell River campus aims to deliver significant outcomes for British Columbians by addressing critical needs in affordable housing, Indigenous engagement, sustainability, and community development. The following sections outline how this project aligns with strategic priorities for the institution, the community, and the province.

Affordable Student Housing

The Housing Commons project will provide affordable on-campus accommodation for 277 occupants, including single students and families. The rental rates for these units will be priced below the local market rates, which is especially critical in Campbell River, where the recent rental vacancy rate is less than 1%, and off-campus housing is prohibitive for many students. By offering on-campus housing options at reduced rates, the project aims to alleviate the financial burden on students, enhance accessibility to education, and improve student retention rates. Additionally, including low-cost meal plan options will further support affordability for students who might otherwise struggle to meet their living expenses.

- The project will contribute to the Provincial Housing Strategy and improve student access to affordable housing by increasing the student housing stock in rural regions (PSFS Objective 2.1).
- It also addresses the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training (PSFS Objective 2.2).
- This project breaks down barriers by increasing access to education through affordable housing and childcare, as outlined in the StrongerBC: Future Ready Action Plan.
- CMHC reports that Campbell River rental vacancy rates range between 0% and 1.2% for bachelor and one-bedroom apartments, making post-secondary education challenging for diverse learners across Vancouver Island.
- The demand analysis indicates that the Campbell River campus is feasible for 170 single student beds, with an additional 50 family units, supporting students in finding affordable housing and reducing long commutes.
- [Add alignment to Campbell River's Housing Strategy – is there an SRD strategy also]

- This project will help alleviate demand for affordable housing in the community, generate local construction jobs for the project's duration, create employment, and increase traffic for local businesses.

Indigenous Peoples

The Housing Commons project has been developed in close consultation with local First Nations and the NIC Indigenous Education Council. The project includes culturally appropriate spaces, such as ceremonial areas, that reflect the needs and preferences of Indigenous students. Artwork and design elements will be incorporated to celebrate Indigenous culture and create a welcoming environment. Additionally, the project will prioritize housing access for Indigenous students and current or former youth in care in recognition of their unique needs and barriers to education. Ongoing engagement with Indigenous communities will ensure that the project evolves to continue meeting these needs effectively.

- The project aligns with the Province's commitment toward lasting, meaningful Reconciliation with Indigenous Peoples in BC. Ongoing consultation with local First Nations will guide the creation of culturally sensitive and safe living spaces for Indigenous learners.
- In 2022, NIC completed an Indigenous Gathering Place at the Campbell River campus with the guidance and support of the We Wai Kai, Wei Wai Kum and Kwiakah First Nations Nations. This project will continue collaboration with the Nations to ensure the design honours the territory of the Liḡw'itdaxw' People.
- Discussions with Indigenous stakeholders include land use, design, artwork, territorial acknowledgement, language use, and naming. NIC will ensure alignment with its Indigenous Service Plan, with engagement sessions including Indigenous and non-Indigenous students, staff, faculty, and community members.
- NIC will strive to meet the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) through the indigenization of the project.
- Both Student Housing and Child Care will offer priority access to Indigenous People and current or former Youth in Care.

Child Care

Currently, the Campbell River campus has limited childcare facilities, and an assessment using the Child Care Space Creation Suitability Tool indicates a need for additional childcare capacity. As part of the Housing Commons project, NIC will explore opportunities to create new childcare spaces to accommodate the needs of student families. The project will aim to provide licensed childcare spaces that are accessible to both student families and the wider community, ensuring a supportive environment for student parents.

- NIC will work with the Forest Circle Society for Families, which currently operates a childcare centre on campus, to assess needs and potential expansion opportunities. This expansion would enhance work-integrated learning and employment opportunities for students in the Early Childhood Care and Education program.
- NIC recommends adding an additional 40 spaces to the existing capacity to accommodate existing demand and the demand to be generated by the new family housing units.
- The Campbell River State of the Child Report, released in the 2022, reports on a significant waitlists for families seeking child care options and infant/toddler group care is particularly underserved in the region.
- NIC will be seeking funds from external sources to support the costs of expanding the existing child care facility.

CleanBC

The Housing Commons will align with the Climate Resilience Framework and Standards for Public Sector Buildings as part of the CleanBC initiative. The project is designed to meet a Green Building Standard, incorporating features that support energy efficiency, reduce greenhouse gas emissions, and enhance resilience to climate impacts. Mass timber construction helps achieve lower embodied carbon, while energy modelling and integrating high-performance insulation, windows, and energy systems will ensure compliance with greenhouse gas emissions standards. Additionally, the project will include infrastructure to support electric vehicles, with EV-ready parking stalls to promote sustainable transportation options.

- The project will include energy modelling and a climate resiliency assessment during the design phase. It aims to minimize the carbon footprint and strive for net-positive operational energy/carbon through renewable energy.
- The design will incorporate both passive and active energy-saving strategies, including considerations for siting, massing, orientation, daylighting, and energy recovery systems.
- The structure will be built to minimize its carbon footprint and strive for net-positive operational energy/carbon by utilizing renewable energy and recycled materials where possible.
- NIC aims to achieve Energy Step Code 4 and incorporate sustainable practices that meet the requirements of a suitable Green Building Standard.

Mass Timber and Wood First

The Housing Commons will utilize mass timber, including cross-laminated timber (CLT) and glulam beams, for its structural system. This approach aligns with BC's Wood First Act, promoting sustainable, locally sourced wood use in construction. The mass timber suitability assessment confirmed that this material is optimal for sustainability and performance. Although the incremental capital cost for mass timber is higher than that of traditional materials, the environmental and long-term economic benefits justify the choice, mainly as NIC aims to lead sustainable construction.

- A mass timber suitability assessment will be conducted to determine the potential use of timber or hybrid building solutions in the project. Should mass timber be deemed appropriate, a cost comparison between mass timber and traditional materials will be provided.
- NIC will strive to incorporate mass timber wherever feasible in alignment with BC's Wood First initiative, ensuring that the material aligns with project needs and sustainability goals.

Labour Benefits

The construction of the Housing Commons will adhere to the government's apprenticeship policy, requiring that contractors use apprentices for contracts valued at over \$500,000, the primary scope of which involves a Red Seal trade. This policy supports the development of skilled tradespeople in BC and contributes to the local labour market by creating valuable learning opportunities for NIC students and community members.

- The project supports BC's Climate Action Plan and Wood First Policy by building a public sector facility that is substantially more energy and cost-efficient, reduces greenhouse gas emissions, centralizes services to reduce duplication, and minimizes our carbon footprint.
- NIC's Campbell River campus supports the College's largest concentration of trades students. This housing project will also support shorter-term accommodation for students in apprenticeship programs, an innovative approach among post-secondary institutions in BC.
- As the project will require over \$15M in provincial investment, NIC will follow BC's apprenticeship policy to ensure contractors utilize apprentices, providing training and opportunities for growth in the local trades sector.

Equity, Diversity, and Inclusion

The Housing Commons project is designed to focus on equity, diversity, and inclusion. The building will feature gender-neutral washrooms and universally accessible suites and common areas, ensuring the facility welcomes all students. The project will aim for certification through the Rick Hansen Foundation Accessibility Certification program, demonstrating a commitment to accessibility and inclusive design that supports students of all abilities.

- The Housing Commons will include nine accessible suites, one in the family building and eight in the single-student building, located on different floors to provide options for students with diverse needs.
- The housing design meets or exceeds Rick Hansen Foundation Accessibility standards to ensure that suites and common areas are accessible, fostering an inclusive environment for students with diverse needs.
- The project includes a mix of suite types, providing varying options for students with diverse living and learning needs, which ensures accessibility for students of all backgrounds and abilities.

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4.0 Options Identification

4.0 OPTIONS IDENTIFICATION

4.1 Project Options

The Housing Commons project at North Island College (NIC) aims to address the lack of affordable housing available for students attending the Campbell River campus. This section presents the project options to provide affordable housing, enhance access to education, and meet the diverse needs of students, including Indigenous learners, families, and students with accessibility needs. Each design features separate areas for family housing, long-term student accommodations and shorter-term student accommodation for those in programs that are less than one semester in length. All options are situated on NIC-owned land and expect to be available to students in September 2028. The designs differ in their placement on the site, height (one option is six storeys, while the remaining three options are four storeys), childcare options, and total capacity. Each option utilizes mass timber construction, which aligns with BC's Wood First Policy and contributes to NIC's sustainability goals. The four options are detailed in more description below, and design drawings are included in the Appendix.

Option A: 150 Single Student Beds and 20 Family Units – No new Childcare

This option provides 150 beds for single students in long and shorter term wings of a single building and an additional 19 family units in a separate building. Both of these buildings are four-storeys in height. While this option provides valuable on-campus housing that does not currently exist, but it does not address the need demonstrated by the extensive demand study. Additionally, this option does not provide additional day care to accommodate those families who may be bringing their children with them while they study. This option would support NIC's growth, but not to the fullest extent possible and would ultimately leave NIC students continuing to struggle to source market housing in the broader community.

Option B: 170 Single Student Bed and 58 Family Units – with childcare extension

Option B includes the capacity for the most residents of all the options presented with 170 single student beds and 58 family units for total capacity of 316 residents. This plan has a dynamic central hub with each student type in a separate wing. A single building has significant cost savings due to reduced mechanical systems, however, the site massing in this instance requires a 6 storey building. This may be difficult to achieve with soil stability concerns. This plan also includes plans for an extension to the existing daycare building to accommodate an additional 40 childcare spaces.

Option C1: 145 Single Student Beds and 47 Family Units with Separate Replacement Childcare

Option C1 enables a total of 304 residents to be housed in 145 Single Student Beds and 47 family units in a 4 storey building. This plan is enabled by the construction of a separately located childcare facility, replacing the existing facility and doubling the current capacity from 40 to 80 childcare spaces. An intriguing component of this design is the Knowledge Bridge joining the three wings on the upper floors of the building, thus creating dynamic shared spaces for residents. This is an identifying feature of the Student Housing Commons at our Comox Valley campus and although different in this instance, that similarity is a nice way to enable continuity between the projects and create a strong brand element for NIC housing.

Option C2: 145 Single Student Beds and 42 Family Units with Integrated Childcare

Option C2 is similar to Option C1, with the exception of the family housing wing. Instead of family units on the first floor, this option integrates an expanded daycare into the first floor of the building. This decreases the number of housing units available for families but does allow for increased childcare capacity to serve the needs of the families that are in the student housing building. As in Option C1, the Knowledge Bridge is featured in this design.

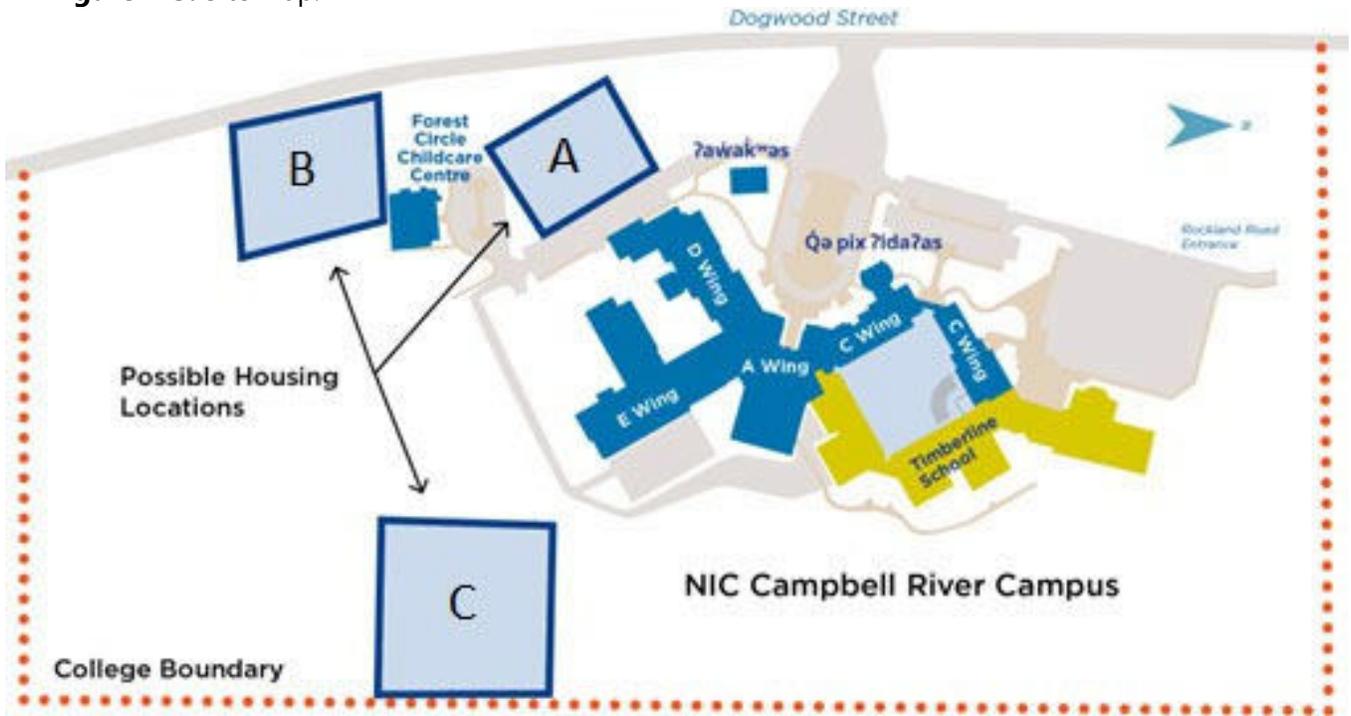
Conclusion

NIC has not yet completed the full review and community consultation needed to evaluate the four options. We will present our recommended/preferred option when submitting the final version of the business case. We welcome feedback from the Ministry on any of the options at this stage.

For this recommended option, four design options have been evaluated, and is provided as an appendix to this document.

In addition to exploring design options for the Student Housing Building, the project began with exploring potential building site options on the NIC Campbell River campus property.

Figure 4-3. Site map:



From the three site suggestions provided above, Site A was selected as the preferred option for a number of significant reasons. The soils throughout the property are known to have a high percentage of clays and are not suitable for large, tall buildings. Because Site A is currently a gravel parking lot, this site is considerable less risk as the soil configurations are better known and doing additional geotechnical analysis in this area is significantly less disruptive. Site C was removed as a potential site, relatively early in the review process, as it was perceived to be less safe, given its location adjacent to a forested site. Additionally, its proximity to a residential neighborhood may have resulted in challenges with additional traffic flow and potential user conflicts. That site also borders a wetland area of the property and would likely be less stable and require significant additional works to ensure viability. Sites A and B were also thought to have more prominence to both the campus entrance and Dogwood Street, which would elevate NIC's presence in the community.

4.2 Scalable Aspects and Cost Containment

Scalable Aspects

The Housing Commons project is designed to be scalable to ensure flexibility in response to changing financial constraints or shifts in demand. Primary aspects considered for scalability include:

- **Construction Materials:** The project is designed to use mass timber construction, aligning with BC's Wood First Policy. However, should budget constraints arise, the project could consider switching to a hybrid model using traditional construction materials like concrete and steel in specific areas, thereby reducing costs without compromising the overall design. The impact of switching materials could potentially reduce costs by approximately XXX. Additionally, mass timber has the advantage of contributing to reduced greenhouse gas emissions, but if financial limitations dictate, using a hybrid approach would still maintain a commitment to sustainability, albeit at a lower cost.
- **Number of Beds:** The number of beds can be adjusted to accommodate funding availability. For instance, the current design includes 277 beds (139 single-student units and 48 family units). Depending on funding, this number could be scaled down, resulting in cost savings. Conversely, if demand increases and additional funding becomes available, the project could expand to add extra beds, ensuring greater accommodation capacity and flexibility to respond to enrollment growth.
- **Programming and Shared Amenities:** Shared amenities, such as communal kitchens, study areas, and ceremonial spaces, could be scaled based on budgetary considerations. For example, the size or number of shared kitchens could be reduced to lower construction costs. Unit typology can also be reviewed for less-costly studios and semi-suites. Reducing the scale of these amenities would save approximately XXX in initial construction costs. However, the importance of culturally relevant and community-building spaces remains a priority, particularly for Indigenous students and families, meaning any reductions should be carefully weighed against the project's inclusivity goals.
- **Green Building Features:** The scope of green building features, such as solar panels or EV-ready parking spaces, can be adjusted to match budget constraints. Initially, the project plans to include extensive green building features to meet a high sustainability

standard. However, certain features can be phased in later to reduce upfront costs if necessary. This phased approach will allow NIC to align with the CleanBC initiative while initially prioritizing core construction needs and enhancing the project's environmental footprint as funds become available.

- **Occupancy Flexibility:** The building design can be modified to accommodate flexible occupancy. Family units, for instance, could be reconfigured as shared accommodation for single students during periods of high demand for student housing. This flexibility ensures the project can adapt to fluctuating housing needs while maximizing available space.
- **Additional External Funding:** The project will also seek external funding to support the proposed expansion of the childcare facility. NIC will also seek to apply to the Mass Timber Demonstration Program to support additional costs associated with incorporating Mass Timber into the project.

Cost Containment

Given the rising costs in construction, several measures have been integrated into the business case to contain costs:

- **Repeatable Floorplans:** The design of the Housing Commons incorporates repeatable floorplans for both the single-student units and family units. This approach allows for economies of scale in both design and construction, reducing architectural and engineering costs and simplifying construction processes.
- **Prefabricated Construction:** Modular construction techniques are being considered to accelerate the construction timeline and reduce costs. Prefabricated components will allow for a more efficient build, reducing labour costs and minimizing on-site construction waste.
- **Shared Amenities:** By incorporating shared amenities such as communal kitchens, study areas, ceremonial spaces, and social lounges, the project reduces the need for duplicate facilities, lowering construction and operational costs. The shared spaces are designed to be multi-functional, providing maximum utility without significantly increasing the budget.
- **Programming Efficiencies:** The project scope includes integrated programming that can be adjusted based on funding availability. For example, specific community

engagement programs or services can be added incrementally, ensuring that budget priorities focus on core construction needs first. Integrating culturally relevant programming, particularly for Indigenous students, remains a crucial element, though the scale of such programming may be adapted to align with financial constraints.

- **Energy Efficiency Measures:** The project includes energy-efficient building systems to lower long-term operational costs. Features such as high-performance insulation, energy recovery ventilation, and LED lighting are part of the base design to ensure reduced utility costs. These measures align with sustainability goals and reduce the cost burden over the lifecycle of the building.
- **Bulk Material Procurement:** Bulk purchasing agreements for construction materials are being pursued to mitigate price volatility and secure lower rates for vital materials, further helping to contain costs. Given the current volatility in construction material markets, this approach will be especially beneficial, ensuring the project remains within budget.

These scalable aspects and cost-containment measures are designed to ensure that the Housing Commons project remains financially feasible and adaptable while meeting the needs of the diverse student population at North Island College.



5.0 Financial Analysis

5.0 FINANCIAL ANALYSIS

5.1 Capital Budget

Note: the capital budget is being developed by expert consultants at SSA and is attached as a supplement to this draft. The text that follows is draft placeholder text and will be updated prior to final submission.

The Housing Commons at NIC is projected to cost \$108.5 million, an estimate that is based on a Class D Cost Estimate prepared by SSA (see Appendix). The estimate includes all the capital costs associated with the project and meets Step 4 of BC's Energy Code. Table 5.1 provides a breakdown of the project costs, with further details included in the Appendix.

Table 5.2 provides the project breakdown by source of funds. Of the \$108.5 million total project cost, NIC recommends a capital grant contribution of \$106.75 million from the provincial government, representing just over 98% of the total project budget. This capital grant will keep NIC's debt cost down, lowering the overall operating costs for the Housing Commons at NIC.

Table 5-1. Estimated Project Costs (\$000s, rounded)

Category	Student Housing	Dining Hall (delete if not applicable)	Total
Planning and Design			
Construction			
Contingencies			
Furnishings, Fixtures & Equipment			
Escalation			
Total Project Costs			

Table 5-2. Proposed Funding Source by Component (\$000s, rounded)

Project Component	Funding Sources				Total
	Prov - Loan	Prov - Grant	Institution Internal	Other (describe)	
Student Housing					
Other					
Total					

5.2 Operating Budget

The successful operation and maintenance of the Housing Commons project at North Island College (NIC) is vital to ensure that the project remains financially viable, meets affordability goals, and supports student success. This section details the operating financials, expected occupancy, rental rates, and strategies to ensure cost containment while maximizing occupancy throughout the year.

Note: the operating budget will be included in subsequent drafts. NIC will ensure that the operations will be self-sustaining and will not require additional college resources. The operations of the Campbell River Student Housing Commons will benefit from the knowledge gained in the operation of the Comox Valley Student Housing Commons project. Based on our research, we have set rates for the Comox Valley project that cover all costs of operations and do not require the college to augment operations. The text that follows in the section is placeholder text and will be updated in the subsequent draft.

The following is a comprehensive Statement of Operations and Cash Flows, summarized in Table 5-3. It includes all costs from NIC's detailed housing operating model, including direct staffing, student leaders, security, janitorial, repairs, maintenance and Wi-Fi.

NIC has met with staff from BC post-secondary institutions with family housing and has created an operating model to reflect learnings from the research. We recommend that the Ministry support XX% of the total housing capital costs, including a contingency budget of \$ XXX million and an escalation budget of \$XXX million. This will keep debt-servicing costs manageable and allow NIC's operating model to be self-sustaining.

While the operating model is self-sustaining, it does not provide much contingency for unknown events, especially in the project's early years. The Ministry of Advanced Education and Skills Training can assist by providing financial flexibility to NIC related to student housing. For example, the student housing amortization cost is \$XXX million, while the deferred capital cost revenue is \$XXX million. This creates an amortization pressure of \$XXX million to be funded by rental revenues, but it allows little room for contingency within the project. Provincial financial flexibility would fund the project's amortization pressure and help ensure the success of the Housing Commons at NIC.

Assumptions:

- All figures are in 2024 dollars, with progressions for rising costs factored into the tables for future years. Revenue and expenses escalate annually in parallel.
- The College will receive Ministry funding for \$XXX million, . NIC's contribution is \$XXX million, based on \$XXX million in debt financing and a \$XXX million contribution.
- The financing includes required parking upgrades.

- In cooperation with the We Wai Kai, We Wai Kum, and Kwiakah First Nations, and to support the Indigenization of the space, NIC will commission relevant art works to be determined by the Nations.
- The loan term is 30 years, and the estimated short-term interest rate is 3.833%.
- A Year 1 contingency of \$50,000 is included in the operating budget.

Table 5-3 NIC Student Housing Statement of Operations and Cashflows in 2024 CAD

Cash Flow – Traditional Funding Model NIC Student Housing										
Year	1	2	3	4	5	6	7	8	9	10
Revenue Escalation										
Expense Escalation										
Revenue										
Gross Rental Income (12 m)										
Vacancy / Bad Debt (4%)										
Summer / Conference										
Ancillary Revenue										
Projected Operating Revenue										
Deferred Capital Contribution										
Total Revenue										
Operating Expenses										
Staff										
Non-Staff										
Projecting Operating Expenses										
Net Operating Income										
Other Expenses										
Debt Service Payment										
Maintenance Reserve										
Amortization										
Total Expenses										
Net Surplus										
Debt Service Coverage Ratio										

Total Project Cost: \$XXX,000,000
Total Debt:
Amortization (Months): 360
Interest Rate: 3.833%
Total

Funding Sources:
Ministry Funding Insert Amount
Debt Financing Insert Amount
NIC Contribution Insert Amount
 Insert Amount

Revenue & Expenditures

The Housing Commons project aims to balance rental affordability with managing operating and financing costs. The projected revenue and expenditures are based on a financial model encompassing cashflows over construction and loan repayment periods. Key aspects of the operating budget include:

- **Administration:** Administrative costs include staffing, marketing, and other overhead expenses needed to manage student housing operations effectively. These costs are projected to be approximately XXX per annum. Focusing on efficient administration will ensure that costs remain manageable while leveraging partnerships with local organizations to provide support services, which can help reduce some of these costs.
- **Utilities:** Utilities such as electricity, water, and waste disposal are estimated based on energy modelling. High efficiency building systems, including energy recovery ventilation and LED lighting, will help reduce utility costs to approximately XXX per annum. Incorporating renewable energy sources, such as solar panels, will further contribute to lowering long-term utility expenses, aligning with NIC's sustainability goals.
- **Maintenance and Cleaning:** Regular maintenance and cleaning of both shared spaces and individual units will be carried out to ensure the Housing Commons remains a comfortable and safe living environment. Short term stays will require additional cleaning costs, with more frequent resident changes. These costs are estimated to be XXX annually, with a dedicated building maintenance reserve to cover major repairs and future renovations. Preventive maintenance will be prioritized to minimize unexpected repair costs and ensure the longevity of building systems and amenities.
- **Replacement Reserve:** A replacement reserve fund is included in the operating budget to cover long-term maintenance and capital expenditures. This ensures that the facilities remain in good condition and continue to meet student needs over the building lifecycle. Contributions to the reserve will be approximately XXX annually. Establishing this reserve aligns with best practices for maintaining housing infrastructure and minimizing long-term financial risks.

Occupancy

To reduce pressure on the local housing market and ensure rental affordability, maximizing year-round occupancy is crucial:

- **Expected Occupancy:** The Housing Commons aims for an occupancy rate of 95% during the academic year (September to April). During the summer months (May to August), occupancy is expected to be around 75%, as students often leave campus. Efforts will be made to maintain higher occupancy through additional programs and partnerships, such as summer conferences, workshops, and shorter-term housing for visiting students or staff.
- **Occupancy Assumptions:** Occupancy rates are based on the assumption that maintenance activities will be carried out during off-peak periods to avoid disruptions. Maintenance schedules will prioritize summer months when occupancy is lower, ensuring minimal impact on students while maintaining building quality.
- **Maximizing Off-Season Occupancy:** To maintain high occupancy during the off-season, NIC will explore opportunities such as offering shorter-term housing for conference attendees, continuing education students, and partnership agreements with local businesses or community organizations. This strategy will enhance revenue during the summer and strengthen NIC's ties to the local community, making the Housing Commons a hub for various activities beyond the academic year.

Rental Rates

The rental rates for the Housing Commons are determined to ensure affordability while supporting financial sustainability:

- **Rate Determination:** Rental rates have been determined by benchmarking against the local rental market and incorporating feedback from NIC students. On-campus housing rates are expected to be approximately XXX per month, below the average local rental rates, making it a more affordable option for students. Rates will also consider the inclusion of utilities, internet, and furnishings to provide a comprehensive and predictable cost structure for residents.
- **Existing vs. Proposed Rental Rates:** The proposed rental rates for the new Housing Commons units have been adjusted to include \$XXX for utilities, internet, and furnishings. These rates are set to be competitive compared to the local market, offering additional value to students while keeping overall living expenses manageable. Including these services also simplifies the rental experience, providing students with a single, all-inclusive payment structure.

Table 5-3: Rental Rates

Building Name	Unit Type	Monthly Rent (Existing)	Monthly Rent (Proposed)
Housing Commons	Traditional	N/A	XXX
Housing Commons	Cluster	N/A	XXX
Housing Commons	One Bed Studio	N/A	XXX

The Housing Commons project at NIC is committed to providing affordable, high-quality housing options that meet the diverse needs of students while ensuring financial sustainability and operational efficiency throughout the building's lifecycle.

The proposed rental rates balance affordability for students and the College's ability to generate sufficient revenue to maintain a safe and secure facility while providing a positive living and learning experience. One of the project's key strategies in the first operational year will be to achieve full occupancy as soon as possible, establishing a reputation for effective building management and providing a high-quality housing environment.

Monthly student housing rents at four comparable or nearby post-secondary institutions (University of Victoria, Vancouver Island University, Thompson Rivers University and University of the Fraser Valley) range from \$875 to \$1140 monthly for a bedroom in cluster, double or quad apartment units.

The College is proposing a monthly all-inclusive rent of \$XXX /month in a quad apartment room as a conservative estimate. This includes all furnishings and utilities. As such, each apartment would generate \$XXX monthly when fully occupied. A studio apartment would be rented for \$XXX, with a discount for students serving as floor advisors. Nano suites would rent for \$XXX. Two-bedroom suites with one or more students would rent for \$XXX /month in the family building.

Table 5-5 Rental Rates

Estimated Rental Schedule	Units	Beds	Recommended Monthly Rental Rates Per Person (CAD)	Monthly Revenue (CAD)	Total AY Rent (CAD)
Family Housing 2 Bedroom/2-Bathroom					
Single Student Housing Studio Suite					
Single Student Housing Nano Suite					
Single Student Housing 4-Bedroom / 2-Bathroom Quad Suite					
TOTAL					

Assumptions

- Based on 175 apartments providing rental income.
- Rents include furnishings, electricity, gas, water/sewer, trash service and Wi-Fi. A 'one bill' system will be part of the building's marketing plan.
- The College has based rates on competitive market comparisons for the Campbell River market and typical rates for the same styles at other campuses.
- NIC has based terms on a 100% 12-month contract for single students and family units, although many units will be available for shorter-term rentals.

Ancillary Revenue

- Suites are not intended for commercial use. Although NIC may partner with community organizations engaged in learning activities to fill units in the off-season, no substantial ancillary revenue is planned.
- Visiting families will be able to access one of three visitor suites, not including one suite left vacant for emergencies.
- Visitor suites could rent for approximately \$XXX per night.
- Total annual anticipated ancillary revenue is \$XXX (25 nights x \$XXX x 12 months x 2 suites).

Operating Costs

NIC will adapt processes and procedures to operate student housing based on examples of successful self-operated housing at the University of Victoria, Vancouver Island University (VIU) and other BC public post-secondary institutions. We will follow guidelines developed by an Operations Subcommittee and former consultant Ian Johnsrude, who brought more than 11 years of housing experience from Seneca College, Algonquin College, and VIU. Ian provided valuable planning, support and leadership until his passing in late 2020.

The following analysis reveals the financial viability of the proposed new student housing facility at the Campbell River campus, with assumptions on space utilization, unit distribution, project costs, rental rates, staffing models and operating costs.

Table 5-4 North Island College Student Housing Annual Operating Expenses

Student Housing Operating Budget			
Annual costs	Salary	Benefits	Total
Employee Salaries			
Manager, Student Housing			
Student Housing Life & Organizer			
Family Housing Life & Organizer			
Community Leaders Rent (x7)			
Community Leaders (x7)			
Front Desk/Manager Support			
On-call and call-out contingency			
PD/Training			
Staffing Costs			
Utilities (Hydro, Wi-Fi)			
Security 24/7			
Furniture and Equipment Replacement			
Janitorial			
Landscaping			
Annual housing software fees			
Events and Miscellaneous			
Operating Costs			
Total annual operating budget			

Assumptions

- Employee wages and benefits based on estimated pay grades and on-call contingency to be established.
- Student Community Leaders’ rental expenses are included in remuneration (studio apartments). On-duty costs are for additional work outside of normal expectations.
- Software fees do not include purchase costs of \$13,000-\$17,000, depending on the system used. Fees range from \$1,000 to \$30,000 per year.
- Training includes annual international and regional conferences, one-time costs for applied suicide intervention training, protect international training and ongoing Community Leader training.

LOAN AMORTIZATION

- A loan amortization table has been prepared for the first ten years, summarized in Tables 5-3.
- Payback period: up to 30 years.
- Interest rate assumption: 3.833% based on the Provincial Treasury's short-term borrowing rates.

5.3 Project Financing

The project will be funded with grant funding from the Ministry of Post-Secondary Education and Future Skills (PSFS) NIC debt financing and NIC contributions. The mix of funding from each source has been selected to keep debt-financing costs down, which will help ensure NIC's operating model is self-sustaining.

Table 5-6 shows the project capital budget over the construction timeframe. It assumes that NIC will receive approval for the project in 2025. NIC will work with the Ministry to determine the impacts to project financing should the project be delayed in approval.

NIC's financing model does not rely heavily on ancillary revenue, which helps to mitigate the risk associated with a reliance on external funding sources. The operating model for the Housing Commons at NIC is grounded on the assumption that students are at the centre of our planning and will be the preferred tenants throughout the year. However, many community partners, including Island Health, School District 71 and others, have said they have short-term rental needs and could use vacant suites.

The Housing Commons project at North Island College (NIC) will be financed through provincial grants, federal funding, debt financing, and NIC's resources. During the project approval, the financial model will determine the final grant-to-loan ratio in collaboration with the Ministry and Provincial Treasury. Below is a summary of the essential aspects of project financing, repayment plans, and assumptions.

Table 5-6 Sources of Funding

Project Financing	Year 1	Year 2	Year 3	Total
Direct Capital Funding				
New Debt Financing				
Internal Financing				
Total Project Financing				

Sources of Capital and Operating Funding

- Provincial Grants:** A significant portion of the capital funding will be derived from provincial grants, essential to ensuring that the project remains financially viable while meeting student affordability targets. These grants will also support NIC in fulfilling its commitment to providing equitable access to education for all students, including underserved communities. Additional grants will be sought from sources to support specific components of the project, for example, extension of the child care facility, mass timber integration, and/or solar panel procurement and installation.
- Federal Grants:** The project will also leverage federal grants to support sustainable building initiatives, including funding that aligns with CleanBC and Green Building Standards. This federal support will enable NIC to incorporate advanced green technologies, such as solar panels and high-efficiency energy systems, contributing to long-term environmental benefits.
- Debt Financing:** Debt financing will be secured through a student housing loan, with loan agreements negotiated with the Provincial Treasury's Debt Management Branch. The expected loan amount will cover construction costs not met through grants or internal resources. The repayment terms will be determined based on the outcome of negotiations, with the flexibility to adjust repayment timelines as needed. Interest on the loan will be capitalized during the construction phase, allowing NIC to focus on efficient project completion without immediate financial pressure.
- Institutional Resources:** NIC will contribute to the project from its resources, including internally allocated funding and surplus capital from other initiatives. This contribution will help reduce the overall amount of borrowing required, minimizing the debt burden and ensuring the project's financial sustainability.

- **Commercial Revenues:** NIC will explore opportunities to generate commercial revenues, such as leasing space for retail or services within the Housing Commons, to help cover operational costs and reduce the financial burden on students. This will provide additional revenue streams and enhance the student experience by offering convenient on-campus services.

Loan Repayment Plan

- **Repayment Terms:** The repayment plan is based on the current estimated interest rate provided by the Provincial Treasury, with preferred repayment terms not exceeding 30 years. The final terms of the loan, including the interest rate, will be determined at the time of the loan agreement, providing flexibility to adapt to changing financial conditions.
- **Amortization Period:** The loan will be amortized over 30 years, ensuring manageable annual repayments. The interest rate used in the financial modelling is 3.833%, which is subject to confirmation by the Provincial Treasury. This long-term approach will enable NIC to maintain affordable student rental rates while covering debt obligations.
- **Capitalizing Interest:** During the construction phase, interest on the debt will be capitalized, ensuring that NIC does not face immediate financial strain before the project becomes operational. This strategy allows NIC to focus on completing the project efficiently and transitioning to steady-state operations before commencing loan repayments.

Ability to Repay the Loan

The financial analysis demonstrates that NIC can repay the loan based on the expected cash flows from the Housing Commons project. Rental revenues, combined with careful management of operational costs, will provide the necessary funding for both principal and interest repayments over the life of the loan. Additionally, NIC will leverage any available commercial revenue opportunities to enhance cashflows, further supporting debt repayment and reducing reliance on student rent for financial viability.

Multi-Year Cash Flows and Loan Amortization

- **Multi-Year Cash Flows:** The financial model provides a detailed multi-year cash flow projection that includes capital and operational budgets. The projections indicate that, following the construction phase, rental income from the Housing Commons will cover operational expenses, debt servicing, and contributions to the replacement reserve fund. This ensures long-term financial sustainability without compromising affordability for students.

- **Loan Amortization Table:** A detailed loan amortization table is included in the financial model to demonstrate how the loan will be repaid over the mortgage period. Key metrics include:
 - **Payback Period:** Up to 30 years
 - **Interest Rate Assumption:** 3.833% (subject to Provincial Treasury agreement)

The Housing Commons project financing plan at NIC is designed to ensure financial sustainability while maximizing student affordability. By leveraging multiple funding sources and strategically managing debt, NIC is well-positioned to deliver this transformative project that will significantly enhance the student experience and support the community's educational needs.



6.0 Student Housing Operations

6.0 STUDENT HOUSING OPERATIONS

The Campbell River Student Housing Commons project marks the second dedicated on-campus student housing for NIC. To ensure a successful and sustainable operation, NIC has developed an operating plan that draws on best practices from similar institutions within the sector and will continue to modify the plan as our existing operations mature. The following sections provide a high-level overview of the approach to operations, including an environmental scan, timeline, cost estimates, and support services for students.

The full Operations Plan is included as an appendix. Key highlights are noted below.

Environmental Scan of Similar Institutions

NIC conducted an environmental scan of comparable student housing projects at other British Columbia post-secondary institutions, including Vancouver Island University (VIU) and Thompson Rivers University (TRU). These institutions have successfully implemented housing models emphasizing affordability, student support services, and community engagement. Key takeaways include adopting a mixed-use model with shared amenities, leveraging a centralized maintenance approach to contain costs, and implementing governance structures that facilitate student involvement in housing decisions.

Approach and Timeline for Establishing Operations

- **Governance Structure:** The operations of the Housing Commons will be overseen by a dedicated Housing Operations Team, reporting directly to NIC's Students & Community Engagement division. To ensure holistic oversight, the team will include representatives from student affairs, facilities management, Indigenous support services, and external community stakeholders. This diverse representation is intended to foster a supportive environment for all residents, particularly underserved and Indigenous students.
- **High-Level Phases of Timeline:**
 1. **Pre-Operational Phase (6-12 months):** Hire and train staff, set up administrative systems, and prepare marketing materials for student housing applications. Develop culturally inclusive programming to ensure all students, especially Indigenous residents, feel welcomed.
 2. **Operational Launch (12-18 months):** Open the Housing Commons to students, implement occupancy strategies, and initiate ongoing feedback collection for continuous improvement. Begin partnerships with local community organizations to provide additional support services.

Estimated Expenditures

- **Organizational Chart and Staffing Costs:** The Housing Commons will require a dedicated team that includes a Housing Manager, Student Advisors (SAs), administrative support, and maintenance personnel. Estimated staffing costs are projected at XXX per annum, which includes salaries, benefits, and training expenses. A focus on diversity hiring and training in cultural sensitivity will be prioritized to create an inclusive living environment.
- **Maintenance and Upkeep:** Regular maintenance will be conducted to ensure the Housing Commons remains a safe and welcoming environment. Estimated annual maintenance costs are XXX, covered by rental revenue and replacement reserve contributions. Preventive maintenance practices will help minimize long-term costs and maintain a high standard of living conditions for residents.
- **Other Costs:** Other expenditures include utilities, insurance, security, and general operational overheads. These costs are estimated at XXX annually. NIC will explore opportunities to minimize these costs through sustainability initiatives, such as energy-efficient systems and partnerships for shared services.

Approach for Establishing Key Policies and Procedures

NIC will establish comprehensive policies and procedures to guide housing operations. These include policies on student conduct, guest access, safety protocols, and emergency procedures. The Housing Operations Team will also work closely with NIC's Indigenous Education Council to ensure policies are culturally sensitive and inclusive. This collaboration aims to create a supportive living environment that respects and reflects the diverse cultural backgrounds of NIC's student body.

Key Student Supports and Services

- **Student Supports:** The Housing Commons will offer essential support services, including on-site Student Advisors who provide peer support and help foster community, access to mental health services, and academic support through tutoring and study spaces. A dedicated Indigenous Navigator will also be available to support Indigenous residents, ensuring culturally relevant guidance and support. In addition to Indigenous Navigators, other existing on-campus supports will also be available to students, including educational advisors, financial advisors, Elders in Residence, Accessible Learning supports, Student Career Services, Library and Learning Commons, and the North Island Students Union.
- **After-Hours Services:** To ensure students are supported outside regular business hours, NIC will provide an on-call Residential Advisor service and partnerships with local health

services to address urgent medical or counselling needs. This approach will ensure that students have 24/7 support, contributing to their overall well-being and success.

Safety and Security Considerations

Safety is a top priority for the Housing Commons. NIC will implement safety measures such as controlled building access, 24/7 security patrols, and CCTV monitoring in common areas. In addition, the design of the Housing Commons will incorporate Crime Prevention Through Environmental Design (CPTED) principles to enhance safety through strategic lighting, visibility, and secure pathways. The project will also implement fire safety systems and emergency response plans in collaboration with local emergency services, ensuring a comprehensive approach to safety.

Risk Mitigation

To mitigate potential risks, NIC will establish a proactive risk management plan. This includes:

- **Financial Risks:** Maintaining a replacement reserve to address unexpected maintenance costs and ensure financial stability. NIC will also conduct regular financial reviews to adjust budgets and expenditures.
- **Occupancy Risks:** Implementing flexible lease agreements and partnerships with local organizations to maximize occupancy during off-peak seasons. NIC will also leverage partnerships with community organizations to provide shorter-term housing options during summer, optimizing occupancy year-round.
- **Safety Risks:** Regularly reviewing safety protocols, conducting emergency drills, and maintaining strong communication with local emergency services. NIC will also gather feedback from residents to improve safety measures continuously and promptly address any concerns.

The Housing Commons project aims to provide a supportive, inclusive, and safe living environment that enhances the overall student experience at NIC. By adopting best practices from other institutions and proactively planning for risks, NIC is prepared to manage its first on-campus student housing facility successfully.



7.0 Project Risk Assessment

7.0 PROJECT RISK ASSESSMENT

The Risk Register is provided here.

Risk Identification						Risk Response								
Risk ID	Life Cycle	Risk Event	Trigger / Root Cause	Consequence on Project Performance	Notes	Probability	Risk Impact	Risk Ranking	Status	Risk Owner	Owner Organization	Risk Response	Expected Results of Risk Response	Response Cost
1	Planning	Business Case	Delay in Ministry Approvals	Delays in funding due to competing interests and other priorities	NIC has planned to complete the proposal by spring 2025	3	5	15	Identified	Project Director	NIC	Outside NIC control, work to align Business case with government housing template and strategy to expedite process	Cost escalation	Low
2		Stakeholder alignment	Stakeholders may not be able to reach alignment on design	Delay acceptance and schedule	Disagreements could lead to discord among working team	3	5	15	Identified	Project Director	NIC	Engagement meetings during Business Case drafting to ensure agreement on design and proposal	5% management contingency	Low
3		Site soil condition	Clay content of soil = reduced stability	Height of Building	Consultant engaged; further geotechnical analysis underway	5	8	40	Active	Site consultant	NIC	Assessment in progress, target Dec 2024, 3 options presented for four storeys, instead of possible six storeys	Building height adjusted to four storeys to accommodate. Six storey building desirable, but likely cost-prohibitive.	High
4		Design delays	Delays in the design process due to selecting lead option as team	Project schedule may be delayed	Concurrent design options with the team needing to pick best path forward	2	5	10	Active	Project Director	NIC	Assessment in progress based on the site soil condition, some options will be eliminated	Delay in schedule	Low
5		Environmental regulation delays	Complex approval process	Delays in project schedule	Early engagement planned	3	5	15	Active	Environmental Consultant	NIC	Early authority engagement	Timely permit acquisition, reduced delays	Low

Risk Identification						Risk Response								
Risk ID	Life Cycle	Risk Event	Trigger / Root Cause	Consequence on Project Performance	Notes	Probability	Risk Impact	Risk Ranking	Status	Risk Owner	Owner Organization	Risk Response	Expected Results of Risk Response	Response Cost
6	Construction	Delays in building permits or municipal approvals	Municipal interpretation of zoning	Delays in project schedule	Engage the City of CR early and define goals to address vacancy rate	3	2	6	Identified	Project Director	NIC	Early and frequent engagement with the authorities	Schedule slippage	Low
7		Labor shortages or extreme weather	Lack of skilled workers, weather conditions	Construction delays, extended timeline	Flexible schedule developed	4	7	28	Active	Contractor	NIC	Collaboration with trade unions and apprenticeship program	Maintained construction schedule, minimized labor gaps	Medium
8		Cost escalation due to material price fluctuations	Market volatility	Increased project costs, budget overruns	Contingency funds allocated	4	7	28	Active	Project Manager	NIC	Fixed-price contracts and local suppliers	Stabilized costs, reduced risk of budget overruns	Medium
9	Operations	Low occupancy during off-peak seasons	Seasonal student enrollment	Reduced revenue, underutilization of housing	Marketing strategy in place	3	5	15	Active	Housing Operations Team	NIC	Targeted marketing, flexible leases, partnerships	Increased occupancy rates during off-peak months	Low
10		Student housing not at full capacity	Student may choose other options over student housing	Reduced revenue, underutilization of housing	Not predicting vacancy issue given local vacancy rates	2	2	4	Identified	Project Director	NIC	The college will set fair rental rates to decrease this risk		Low
11	Compliance	Failure to meet building safety and accessibility regulations	Changes in regulatory requirements	Potential fines, need for redesign	Third-party auditors engaged	2	7	14	Active	Compliance Officer	NIC	Compliance reviews and Rick Hansen guidelines	Full regulatory compliance, avoidance of fines	Low



8.0 Implementation Strategy

8.0 IMPLEMENTATION STRATEGY

8.1 Procurement

The Housing Commons project at North Island College (NIC) will be procured using a multi-criteria analysis of three primary procurement methods: Design-Bid-Build (DBB), Design-Build (DB), and Construction Management (CM). This section outlines the analysis and rationale for the selected procurement approach, focusing on minimizing risk and ensuring effective delivery of project objectives.

Procurement Methods Considered

1. **Design-Bid-Build (DBB):** A traditional approach in which the design and construction phases are separated, and the contractor is selected through bidding.
 - **Advantages:** Cost certainty is higher since bids are obtained upfront, providing a fixed budget.
 - **Disadvantages:** Potentially longer project timelines, as design must be fully completed before construction bidding starts. Limited flexibility in adjusting design during construction.
2. **Design-Build (DB):** Combines the design and construction phases into a single contract, with one entity responsible for both aspects.
 - **Advantages:** Shorter project timelines, as design and construction overlap, increase efficiency and provide greater collaboration opportunities between designers and contractors.
 - **Disadvantages:** Less cost certainty compared to DBB. Requires a well-defined project scope upfront to minimize potential scope changes.
3. **Construction Management (CM):** A flexible procurement method where a construction manager oversees the entire process, often with a phased approach to design and construction.
 - **Advantages:** High design flexibility and ability to make design changes during construction. Suitable for complex projects with evolving requirements.
 - **Disadvantages:** Increased risk of budget overruns if not closely managed. Requires a highly experienced construction manager.

Recommended Procurement Method

After careful evaluation, the Design-Bid-Build (DBB) approach is recommended for the Housing Commons project as it separates the design and construction phases to offer enhanced quality

control as well as accountability. By finalizing the design before bidding, DBB allows for a clearly defined scope, competitive pricing, and transparent processes, helping control costs and minimizing the risk of changes during construction.

Supplemental Information and Multi-Criteria Analysis

The procurement assessment included a detailed multi-criteria analysis (MCA) that evaluated key project aspects such as cost certainty, schedule certainty, design flexibility, user group involvement, and owner capacity. Supplemental information, including findings from market demand and feasibility studies conducted by the Scion Group, supported the procurement decision by providing insights into housing demand, affordability, and stakeholder needs. The MCA approach helped evaluate each procurement method comprehensively, considering the project's complex requirements and the best way to deliver a sustainable student living environment.

The strategic alignment considerations, such as compliance with CleanBC targets, mass timber suitability, and extensive stakeholder engagement, further informed the procurement evaluation. These factors were crucial in supporting the decision to recommend the Design-Bid-Build approach, as they align with the project's sustainability goals, affordability, and community impact.

Summary of Evaluation and Risk Mitigation

The evaluation process considered vital criteria, including schedule certainty, cost certainty, design flexibility, user group involvement, and owner capacity. The Design-Bid-Build approach balances these factors, offering efficiency while managing project risks through collaborative oversight and stakeholder engagement.

Risk Mitigation Strategies:

- **Fixed-Price Contracts:** Wherever feasible, fixed-price contracts will minimize cost overruns and ensure budget stability.
- **Stakeholder Involvement:** Early involvement of key stakeholders, including students, Indigenous groups, and community members, will be integral to the design and implementation phases to ensure the project meets diverse needs and expectations.
- **Contingency Funds:** A contingency fund will address unforeseen challenges, ensuring the project remains on track despite potential setbacks.

Table 8-1: Project Delivery Options Analysis

Criteria	Option A: DBB	Option B: DB	Option C: CM
Schedule Certainty	✓	✓✓✓	✓✓
Cost Certainty	✓✓✓	✓✓	X
Design Flexibility	✓✓	✓	✓✓✓
User Group Involvement	✓✓✓	✓✓	✓✓✓
Owner Capacity	✓✓	✓✓	✓✓
Total Points	11	10	9

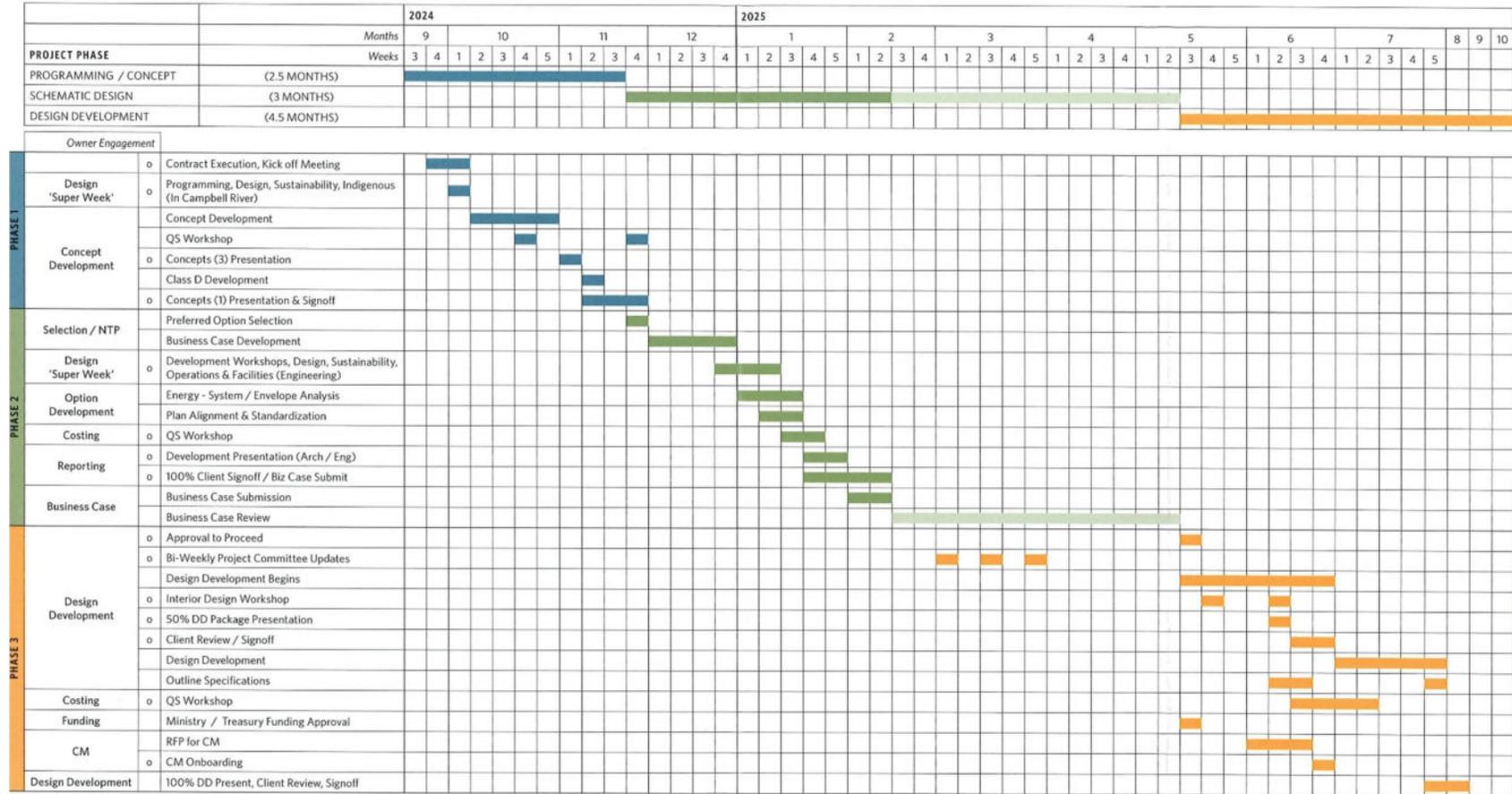
The Design-Bid-Build approach scored the highest in the multi-criteria analysis, excelling in cost certainty and allows for further involvement within the design process. This procurement strategy ensures accountability as well as quality controls that align with NIC's sustainability, affordability, and community engagement goals.

8.2 Schedule

The following schedule includes critical milestones for the design-bid-build model, including government approval, project design, permitting, construction and commissioning phases. Upon provincial approval, NIC will begin the site preparation and work toward finalizing design and construction documents, while engaging in permitting processes. Building construction should take approximately 18 months. As noted in the chart below, tendering packages, construction and interiors will follow with student occupancy anticipated for fall 2028.

The NIC Student Housing Operational Plan includes a full operational schedule, including a timeline for marketing, software implementation and student application processes.

Table 8-2. Project Schedule



		2027					2026					2027					2028					2029								
		Months					1					2					3					4					1			
		Weeks					5																							
PROJECT PHASE																														
CONSTRUCTION DOCUMENTATION	(3 + 4 MONTHS)	[Yellow bar]																												
TENDERING	(2 MONTHS)											[Grey bar]																		
CONSTRUCTION	(24 MONTHS)																[Blue bar]													

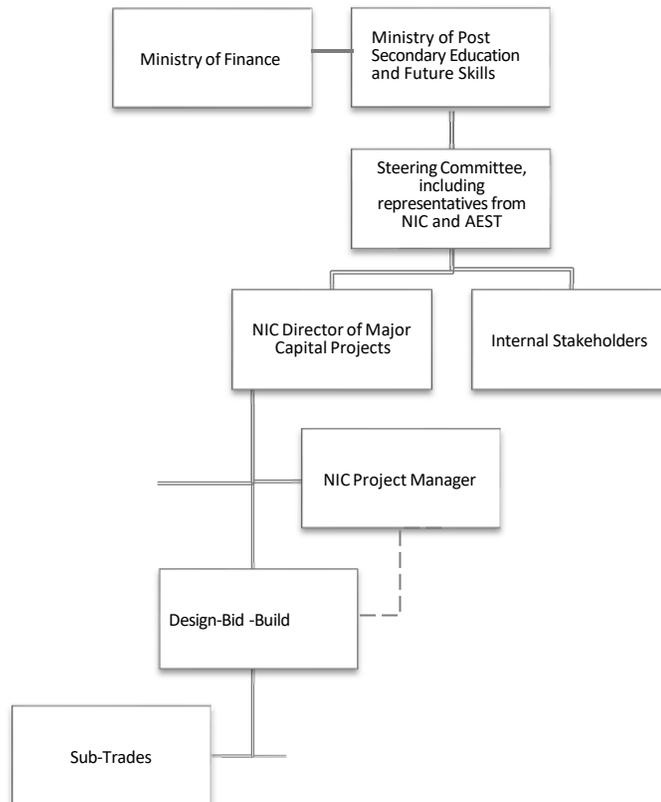
Owner Engagement																														
PHASE 4	Construction Document Development	o Approval to Proceed																												
		City of Cambell River Permit Meeting	[Yellow bar]																											
		CD Development + Specifications	[Yellow bar]																											
		QS Update Cost Estimate @ 25%	[Yellow bar]																											
PHASE 4	Permitting	o 50%, 75%, 90% PACKAGES	[Yellow bar]																											
		Application for BP @ 25% CD's	[Yellow bar]																											
		City of Campbell River Permit Review	[Yellow bar]																											
		Monthly Permit Touch Base + Responses	[Yellow bar]																											
PHASE 5	Tendering Packages	o 50%, 75%, 90% PACKAGES	[Yellow bar]																											
		BP Approval	[Grey bar]																											
		QS Update Cost Estimate @ 90%	[Grey bar]																											
		TP-1, TP-2	[Grey bar]																											
PHASE 6	Construction Site + Shell	Tender Closed - All Trades	[Grey bar]																											
		Issued for Construction	[Grey bar]																											
		Site Blessing w/ Host Nations	[Blue bar]																											
		Site Mobilization, Hoarding / Fencing	[Blue bar]																											
		Foundations (Avoid Winter Conditions)	[Blue bar]																											
		Mass Timber Development / Procurement	[Blue bar]																											
		Below Grade / Backfill	[Blue bar]																											
		Mass Timber Installation	[Blue bar]																											
		Topping Out	[Blue bar]																											
		Paving / Landscaping	[Blue bar]																											
		Envelope	[Blue bar]																											
		PHASE 6	Construction Interiors	M+E Systems	[Blue bar]																									
Interior Fitout	[Blue bar]																													
Finishes	[Blue bar]																													
PHASE 6	Occupancy Preparation	Commissioning, Cleaning	[Blue bar]																											
		Testing	[Blue bar]																											
		Occupancy	[Blue bar]																											
PHASE 6	Occupancy	Furniture	[Blue bar]																											
PHASE 6	Occupancy	Student Move In	[Blue bar]																											

8.3 Project Governance

North Island College plans to use a project governance structure appropriate for a small capital project as recommended in the Ministry’s Capital Asset Reference Guide. Like the governance structure used for the current Strategic Investment Fund project in Campbell River and the Comox Valley Student Housing Commons, NIC will utilize a project steering committee for the student housing project. Key stakeholder groups at North Island College will work with design teams and architects to ensure our goals and values are embedded during the design process.

NIC will work with the provincial government's Capital Asset Management team to ensure the project follows the Ministry’s capital policies and procedures, including requirements related to relevant acts and regulations. We will continue to seek advice and technical support, as appropriate, in capital, facilities planning, project development and implementation. NIC will oversee this project to ensure compliance with provincial government requirements to provide high-quality and accessible public post-secondary education in British Columbia.

Table 8-4 Governance Structure



8.4 Communications and Public Engagement

PLANNING AND DEVELOPMENT

NIC has received many requests for student housing at the Campbell River campus. North Island Students' Union, the City of Campbell River, the We Wai Kai, Wei Wai Kum and Kwiakah First Nations, and Northern, West Coast and Central area First Nations represented on the Indigenous Education Council, who have been instrumental to its design and programming. It also supports the Campbell River School District and the onsite Forest Circle Child Care Society.

As part of our regular processes, NIC's President and members of NIC's Leadership Team have presented several times to local municipalities, chambers of commerce and economic development organizations regularly on NIC's major initiatives. These meetings have generated significant interest from mayors, councils, Indigenous groups, and community members regarding the status of student housing at NIC's Campbell River campus. The Letters of Support (Appendix 3) indicate their support.

Internal Engagement and Communication

The College's Campbell River Student Housing Advisory Committee comprises faculty, staff, students, former students and external community members. In addition, the Indigenous Education Council has advised on and will oversee the Indigenization aspects of student housing.

NIC has provided status updates via email, online and in person to the college community throughout the process. To initiate the development of the initial design concepts, HDR Architecture Associates facilitated a "Super Week" at NIC's Campbell River campus to connect with staff and students in developing the foundations for the project. The resulting design concepts and ongoing iterations have been shared and reviewed by a fulsome committee of NIC community members at weekly design meetings. The Board of Governors has been engaged throughout and most recently had the opportunity to have the architectural team join them for a three hour session of reviewing design concepts. Prior to the selection of the recommended design, all internal and external community partners will have an opportunity to review the design options and provide feedback.

Table 8-5 NIC Campbell River Student Housing Planning Initiatives & Advisory Engagement

Committee/Group	Chair	Purpose
Campbell River Student Housing Advisory Committee	Naomi Tabata, Director Envision North Island	Contribute expertise and insights from various areas within the college community. Provide input and review on design iterations.
Weekly Design Team Meetings	Naomi Tabata, Director Envision North Island	Site selection, design, architecture, landscaping, parking, accessibility (gender neutrality, physical accessibility) and procurement model
Campus Visioning	Tony Bellavia, Vice President, Academic	Academic connections to housing, future programming considerations.
Operations	Kathleen Kuhnert, Vice President, Students & Community Engagement	Policy and procedures, frameworks for student housing operations, operational plan
Indigenization overseen by the Indigenous Education Council (IEC)		

ONGOING COMMUNICATION

NIC’s President and Leadership Team will continue to engage internal community members and interested external parties on the project’s status through a series of town halls, community meetings and emails, as required. This will draw on the project team’s expertise.

General Communications

The Ministry of Post Secondary and Future Skills will receive quarterly reports and regular communication via email.

NIC’s Project Manager will produce quarterly reports, schedules, technical reports, status updates and issue logs via email for the Leadership Team, Project Team and internal parties, as required. This will include written reports and meetings throughout the process. The Project Manager will work with NIC’s Public Affairs & Communications department to facilitate ongoing communication with interested parties. See **Table 8-6** for a Technical Communication Schedule. In addition, a communication plan for student housing is in development and identifies detailed objectives, audiences, interested parties, key messages and vulnerabilities.

Operational Communications

The College’s Marketing and Future Students department will work with the Vice President, Students & Community Engagement, to facilitate the Operational Plan, which addresses

recruitment and campus life. A full schedule of the operations messaging is available in the Operations Plan.

Media

The media spokesperson for this project will be Melanie Nagy, Director of Public Affairs & Communications. The department will cooperate with the Province, to announce significant project milestones such as funding approval, a groundbreaking and official opening.

Table 8-6 Technical Communication Schedule

Parties	Role	Information Required	From	Delivery Schedule	Delivery Method	Format	Start Date	End Date
Steering Committee: Leadership Team (LT)	Sponsor	Project Status Report	Project director	Monthly	Email	Project Status Report Template		
Steering Committee: Leadership Team (LT)	Sponsor	Issue Log	Project director	Monthly and as required	Email	Issue Log Template		
Ministry	Sponsor	Project Status Report	VP Finance & College Services	Monthly	Email	Project Status Report Template		
NIC Board of Governors	Observer	Project Status Report	NIC President / Senior Leadership	Monthly	Board Agenda	Project Status Report Template		
Architects, engineers, contractors	Recommends	Issue Log	Project director	Monthly and as required	Email	Issue Log Template		
Architects, engineers, contractors	Recommends	Project Status Report	Project director	Monthly	Email	Project Status Report Template		
Facilities Group	Observer, Turnover	Project Status Report	Project director	Monthly	Email	Project Status Report Template		
IT	Observer	Project Status Report	Project director	Monthly	Email	Project Status Report Template		
Project Mgmt Team	Control	Project Status Report	Consultant Construction Teams	Weekly	Face to Face	Team Meetings		
Safety Committee	Observer	Project Status Updates	Project director	Monthly	Email	Project Status Report Template		
Students, User Groups	Observer	Project Updates	Communications	Quarterly, additional as needed / milestones				
NIC Community	Observer	Project Updates	Communications	Quarterly, additional as needed / milestones	Newsletter, Emails, etc.	Newsletter, email web post and shared online.		
External Community / Media	Observer	Updates	LT Communication	Key milestones and as requested	Face to Face, email	Presentations, media releases, interviews		



9.0 Conclusions and Recommendations

9.0 CONCLUSIONS & RECOMMENDATIONS

9.1 Conclusions

The Housing Commons project at North Island College's Campbell River campus presents a significant opportunity to address the region's acute shortage of affordable student housing. The analysis of project options demonstrates that the Design-Bid-Build (DBB) approach is the most effective procurement method, providing a balanced solution in terms of cost, quality control, accountability, and design flexibility. The recommended option aligns with provincial housing priorities, including CleanBC, Indigenous engagement, and student affordability.

Key Conclusions

- **Housing Provision:** The Housing Commons will provide 277 affordable housing units, including family accommodations, directly supporting NIC's strategic goals of accessibility and student success. Including culturally relevant spaces and family units ensures that the diverse needs of students are met, particularly those from underserved or Indigenous communities.
- **Unique Focus on Short Term Housing to Accommodate Trades Students:** With almost half of students at the Campbell River campus enrolled in trades programs, it is imperative that we consider housing options for those students whose programs are shorter than a typical academic semester. This project has designed spaces specifically for this student population.
- **Procurement Efficiency:** The Design-Bid-Build procurement method offers an optimal balance between timeline efficiency and stakeholder engagement, making it ideal for the project's complex requirements. Architects and engineers are already on board and available to begin work upon funding approval. By integrating design and construction processes, the project can proceed on an accelerated timeline, allowing for an earlier delivery date while maintaining flexibility to incorporate stakeholder feedback.
- **Sustainability and Community Alignment:** The project's emphasis on Indigenous engagement, mass timber construction, and compliance with CleanBC targets ensures alignment with provincial strategic objectives. The use of mass timber not only reduces the project's carbon footprint but also demonstrates NIC's commitment to innovative and sustainable construction practices.
-

Recommendations

To advance the Housing Commons project to the next stage, the following steps are recommended:

1. **Ministry Engagement:** Continue engagement with the Ministry of Post-Secondary Education and Future Skills and the Ministry of Finance to secure approval for the recommended procurement approach and overall project funding. Ensure that the Ministry is kept informed about the alignment of this project with provincial priorities, such as sustainability, Indigenous inclusivity, and student affordability.
2. **Finalize Funding Agreements:** Work closely with the Ministry and Provincial Treasury to finalize the loan/grant ratio and establish repayment terms for the student housing loans. Ensure that all funding agreements support financial sustainability without compromising affordability for students.
3. **Detailed Design Phase:** Finalize the design under the Design-Bid-Build procurement model, ensuring all stakeholders are actively engaged to incorporate their input effectively. Particular attention should be given to integrating Indigenous cultural elements and sustainability features.
4. **Risk Management and Mitigation:** Implement the risk management strategies outlined in the Risk Register to minimize potential challenges during project execution. These strategies include maintaining a replacement reserve for unexpected maintenance and establishing a contingency fund to address unforeseen issues during construction.
5. **Indigenous and Community Engagement:** Strengthen partnerships with local Indigenous communities to ensure cultural considerations are integrated throughout the design and construction phases. This engagement should include consultations with elders and representatives from Indigenous groups to guide culturally appropriate design elements and programming.
6. **Regular Progress Reviews:** Set up a governance structure for regular project progress reviews, including financial tracking, schedule adherence, and risk assessment, to keep the project aligned with its objectives and timelines. This governance structure should involve key stakeholders, including representatives from the student body, Indigenous communities, and local government, to ensure ongoing alignment with community needs.

The Housing Commons project is positioned to be a transformative initiative for NIC, significantly enhancing the student experience by providing accessible, affordable, and culturally

inclusive housing. By following the outlined recommendations, NIC can advance the project efficiently and effectively, ensuring alignment with institutional and provincial priorities while addressing the region's critical need for student housing.

NORTH ISLAND COLLEGE



CAMPBELL RIVER CAMPUS
1685 SOUTH DOGWOOD STREET,
CAMPBELL RIVER, BC V9W 8C1
1-800-715-0914 | nic.bc.ca



Option A - First Floor

SCALE 1:300

DOGWOOD STREET

REQUIRES SITE VERIFICATION OF BIKE PATH DISTANCE FROM CURB



OPTION DESCRIPTION

96 STUDENT UNITS
 150 STUDENT BEDS
 19 FAMILY UNITS
 91 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,772 M2
 TYPICAL FLOORS 2-4: 2,749 M2
 NUMBER OF STOREYS: 4
 GROSS FLOOR AREA TOTAL:
 11, 019 M2

GROSS AREA / BED RATIO
 45 SM / BED

UNIT COUNT

STAFF
 CARETAKER UNIT: 1 (2 BED)
 ELDER SUITE: 1 (2 BED)

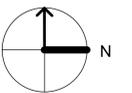
LONG TERM STUDENT
 NANO SUITE: 48 (48 BEDS)
 4 BEDROOM: 3 (12 BEDS)
 4 BED ACCESS: 3 (12 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 33 (66 BEDS)
 SEMI-SUITE ACCESS: 3 (6 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)

FAMILY HOUSING
 1 BEDROOM: 14 (28 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS: 3 (6 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 15 (45 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS: 4 (12 BEDS)
 3 BEDS PER UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE (EXCLUDED)





Option A - Floors 2-4

SCALE 1:300

DOGWOOD STREET

REQUIRES SITE VERIFICATION OF BIKE PATH DISTANCE FROM CURB

OPTION DESCRIPTION

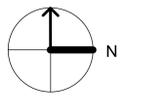
- 96 STUDENT UNITS
 - 150 STUDENT BEDS
 - 19 FAMILY UNITS
 - 91 FAMILY BEDS
 - 4 CARETAKER / ELDER BEDS
- GROSS AREA / FLOOR**
 MAIN FLOOR: 2,772 M2
 TYPICAL FLOORS 2-4: 2,749 M2
NUMBER OF STOREYS: 4
GROSS FLOOR AREA TOTAL:
 11, 019 M2
- GROSS AREA / BED RATIO**
 45 SM / BED

UNIT COUNT

- STAFF**
 CARETAKER UNIT: 1 (2 BED)
 ELDER SUITE: 1 (2 BED)
- LONG TERM STUDENT**
 NANO SUITE: 48 (48 BEDS)
 4 BEDROOM: 3 (12 BEDS)
 4 BED ACCESS: 3 (12 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)
- SHORT TERM STUDENT**
 SEMI-SUITE: 33 (66 BEDS)
 SEMI-SUITE ACCESS: 3 (6 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)
- FAMILY HOUSING**
 1 BEDROOM: 14 (28 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS: 3 (6 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 15 (45 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS: 4 (12 BEDS)
 3 BEDS PER UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE (EXCLUDED)



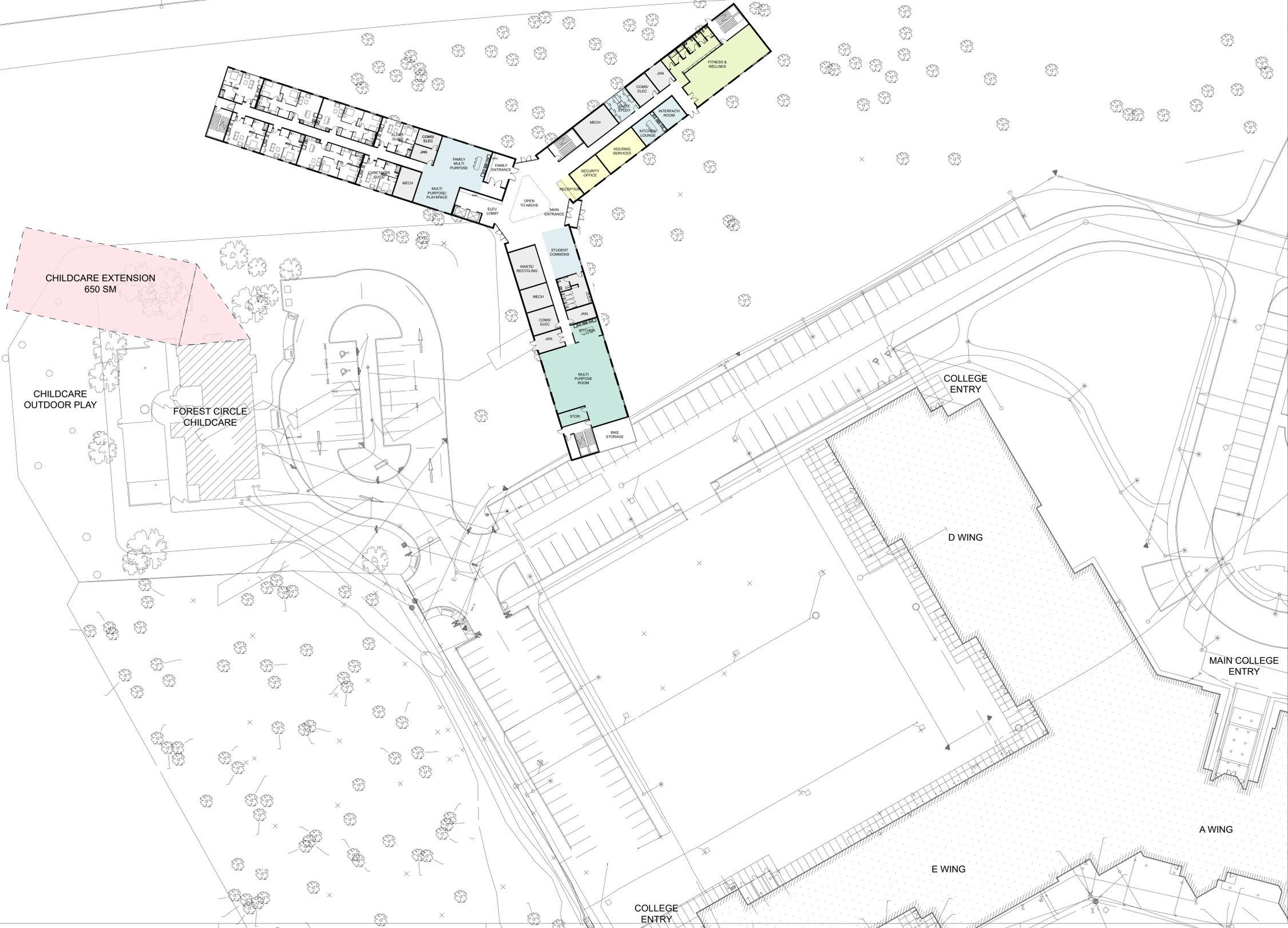
OPTION A - TYPICAL FLOOR PLAN LEVEL 2-4



Option B - First Floor

SCALE 1:300

DOGWOOD STREET



OPTION DESCRIPTION

95 STUDENT UNITS
 160 STUDENT BEDS
 58 FAMILY UNITS
 142 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,426 M2
 TYPICAL FLOORS 2-6: 2,408 M2
 NUMBER OF STOREYS: 6
 GROSS FLOOR AREA TOTAL:
 14,466 M2

GROSS AREA / BED RATIO
 47 M2 / BED

UNIT COUNT

STAFF
 CARETAKER UNIT: 2 (1 BED)
 ELDER SUITE: 2 (1 BED)

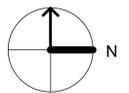
LONG TERM STUDENT
 NANO SUITE: 40 (40 BEDS)
 4 BEDROOM: 5 (20 BEDS)
 4 BED ACCESS.: 5 (20 BEDS)
 STUDENT ADVISOR: 5 (5 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 35 (70 BEDS)
 SEMI-SUITE ACCESS.: 5 (10 BEDS)
 STUDENT ADVISOR: 5 (5 BEDS)

FAMILY HOUSING
 1 BEDROOM: 22 (44 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS.: 5 (10 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 22 (66 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS.: 6 (18 BEDS)
 3 BEDS / UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE

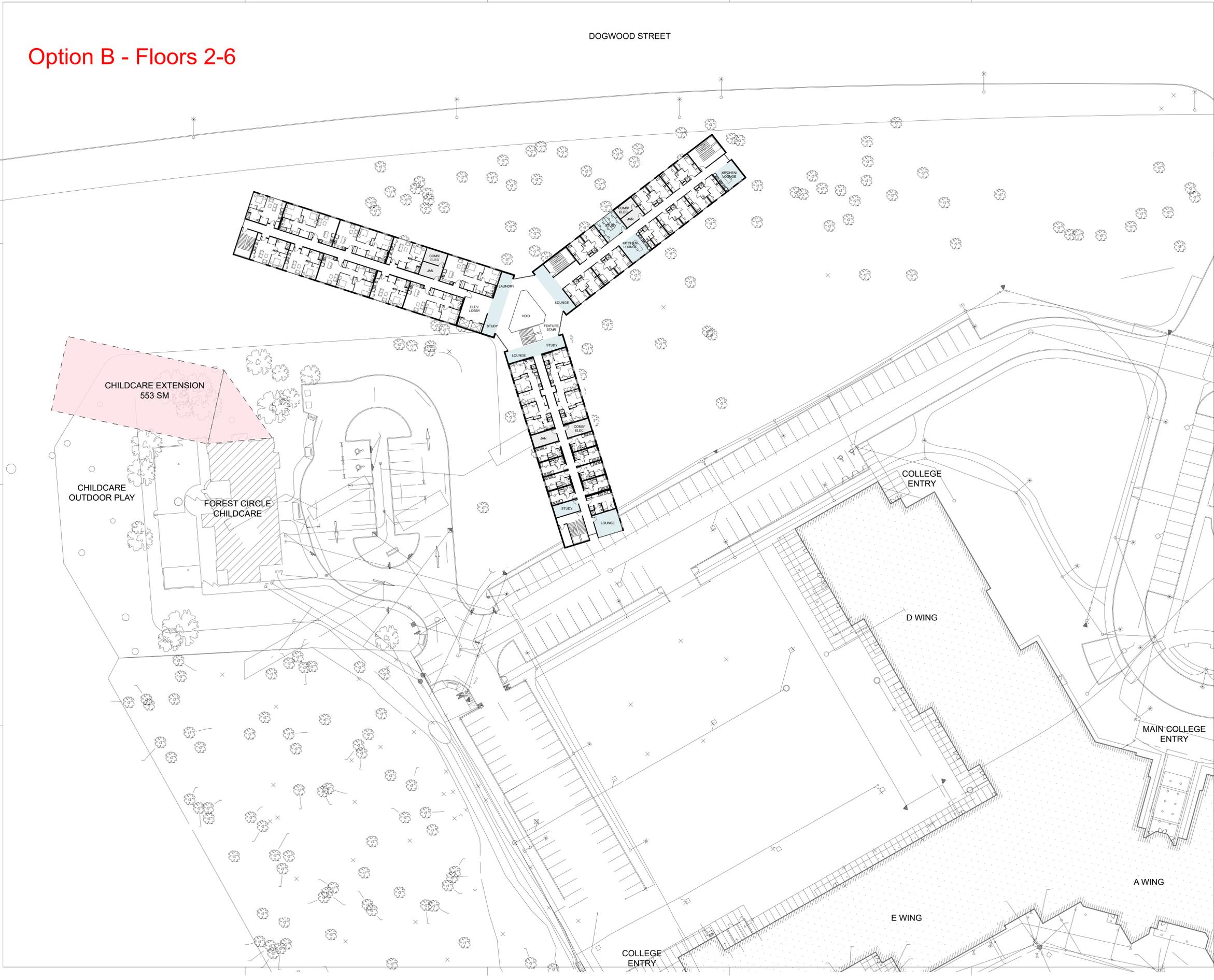




Option B - Floors 2-6

SCALE 1:300

DOGWOOD STREET



OPTION DESCRIPTION

95 STUDENT UNITS
 160 STUDENT BEDS
 58 FAMILY UNITS
 142 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,426 M2
 TYPICAL FLOORS 2-6: 2,408 M2
NUMBER OF STOREYS: 6
GROSS FLOOR AREA TOTAL:
 14,466 M2

GROSS AREA / BED RATIO
 47 M2 / BED

UNIT COUNT

STAFF
 CARETAKER UNIT: 2 (1 BED)
 ELDER SUITE: 2 (1 BED)

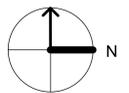
LONG TERM STUDENT
 NANO SUITE: 40 (40 BEDS)
 4 BEDROOM: 5 (20 BEDS)
 4 BED ACCESS.: 5 (20 BEDS)
 STUDENT ADVISOR: 5 (5 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 35 (70 BEDS)
 SEMI-SUITE ACCESS.: 5 (10 BEDS)
 STUDENT ADVISOR: 5 (5 BEDS)

FAMILY HOUSING
 1 BEDROOM: 22 (44 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS.: 5 (10 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 22 (66 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS.: 6 (18 BEDS)
 3 BEDS / UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE



OPTION B - TYPICAL FLOOR PLAN LEVEL 2-6



Option C1 - First Floor

SCALE 1:300

DOGWOOD STREET



- OPTION DESCRIPTION**
- 70 STUDENT UNITS
 - 145 STUDENT BEDS
 - 47 FAMILY UNITS
 - 155 FAMILY BEDS
 - 4 CARETAKER / ELDER BEDS
- GROSS AREA / FLOOR**
- MAIN FLOOR: 2,815 M2
 - TYPICAL FLOORS 2-4: 3,180 M2
 - NUMBER OF STOREYS: 4
 - GROSS FLOOR AREA TOTAL: 12, 355 M2
- GROSS AREA / BED RATIO**
- 41 SM / BED
- UNIT COUNT**
- STAFF**
- CARETAKER UNIT: 1 (2 BED)
 - ELDER SUITE: 1 (2 BED)
- LONG TERM STUDENT**
- NANO SUITE: 12 (12 BEDS)
 - 4 BEDROOM: 12 (36 BEDS)
 - 4 BED ACCESS: 3 (12 BEDS)
 - STUDENT ADVISOR: 3 (3 BEDS)
- SHORT TERM STUDENT**
- SEMI-SUITE: 32 (64 BEDS)
 - SEMI-SUITE ACCESS: 4 (8 BEDS)
 - STUDENT ADVISOR: 4 (4 BEDS)
- FAMILY HOUSING**
- 1 BEDROOM: 4 (8 BEDS)
 - 2 BEDS / UNIT
 - 1 BEDROOM ACCESS: 3 (6 BEDS)
 - 2 BEDS / UNIT
 - 2 BEDROOM: 43 (129 BEDS)
 - 3 BEDS / UNIT
 - 2 BED ACCESS: 4 (12 BEDS)
 - 3 BEDS PER UNIT
- PROGRAM LEGEND**
- SHARED RESIDENT SPACE
 - ADMINISTRATIVE / STAFF SPACE
 - SERVICE SPACE
 - FITNESS / WELLNESS SPACE
 - GATHERING SPACE
 - CHILDCARE

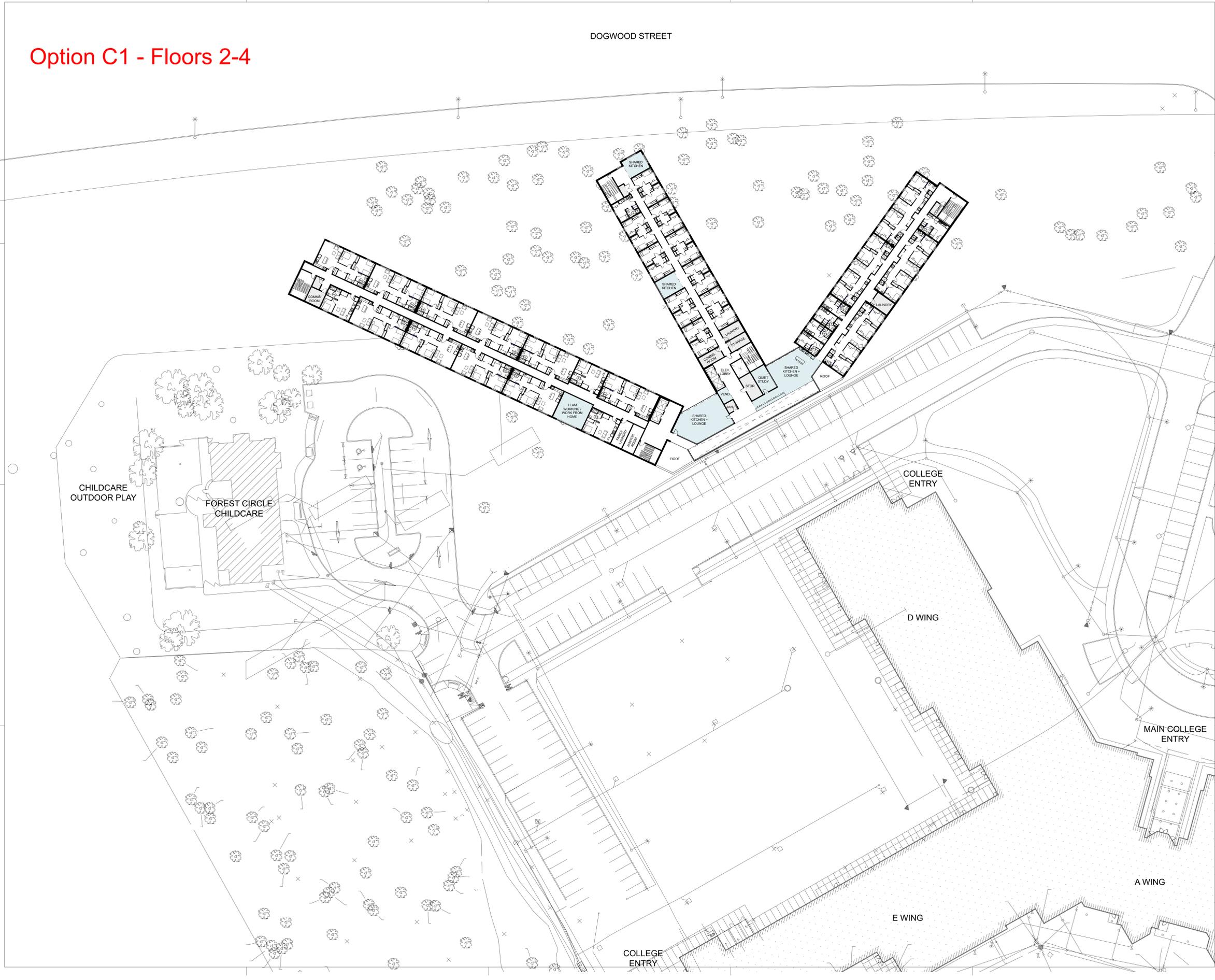
OPTION C1 - TYPICAL FLOOR PLAN LEVEL 1



Option C1 - Floors 2-4

SCALE 1:300

DOGWOOD STREET



OPTION DESCRIPTION

70 STUDENT UNITS
 145 STUDENT BEDS
 47 FAMILY UNITS
 155 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,815 M2
 TYPICAL FLOORS 2-4: 3,180 M2
NUMBER OF STOREYS: 4
GROSS FLOOR AREA TOTAL:
 12, 355 M2

GROSS AREA / BED RATIO
 41 SM / BED

UNIT COUNT

STAFF
 CARETAKER UNIT: 1 (2 BED)
 ELDER SUITE: 1 (2 BED)

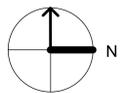
LONG TERM STUDENT
 NANO SUITE: 12 (12 BEDS)
 4 BEDROOM: 12 (36 BEDS)
 4 BED ACCESS: 3 (12 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 32 (64 BEDS)
 SEMI-SUITE ACCESS: 4 (8 BEDS)
 STUDENT ADVISOR: 4 (4 BEDS)

FAMILY HOUSING
 1 BEDROOM: 4 (8 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS: 3 (6 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 43 (129 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS: 4 (12 BEDS)
 3 BEDS PER UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE



OPTION C1 - TYPICAL FLOOR PLAN LEVEL 2-4



Option C2 - First Floor

SCALE 1:300

DOGWOOD STREET



OPTION DESCRIPTION

70 STUDENT UNITS
 145 STUDENT BEDS
 50 FAMILY UNITS
 114 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,505 M2
 TYPICAL FLOORS 2-4: 3,180 M2
 NUMBER OF STOREYS: 4
 GROSS FLOOR AREA TOTAL:
 12, 045 M2

GROSS AREA / BED RATIO
 46 SM / BED (INCL. CHILDCARE)

UNIT COUNT

STAFF
 CARETAKER UNIT: 1 (2 BED)
 ELDER SUITE: 1 (2 BED)

LONG TERM STUDENT
 NANO SUITE: 12 (12 BEDS)
 4 BEDROOM: 9 (36 BEDS)
 4 BED ACCESS.: 3 (12 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 32 (64 BEDS)
 SEMI-SUITE ACCESS.: 4 (8 BEDS)
 STUDENT ADVISOR: 4 (4 BEDS)

FAMILY HOUSING
 1 BEDROOM: 9 (18 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS.: 3 (6 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 27 (81 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS.: 3 (9 BEDS)
 3 BEDS PER UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE



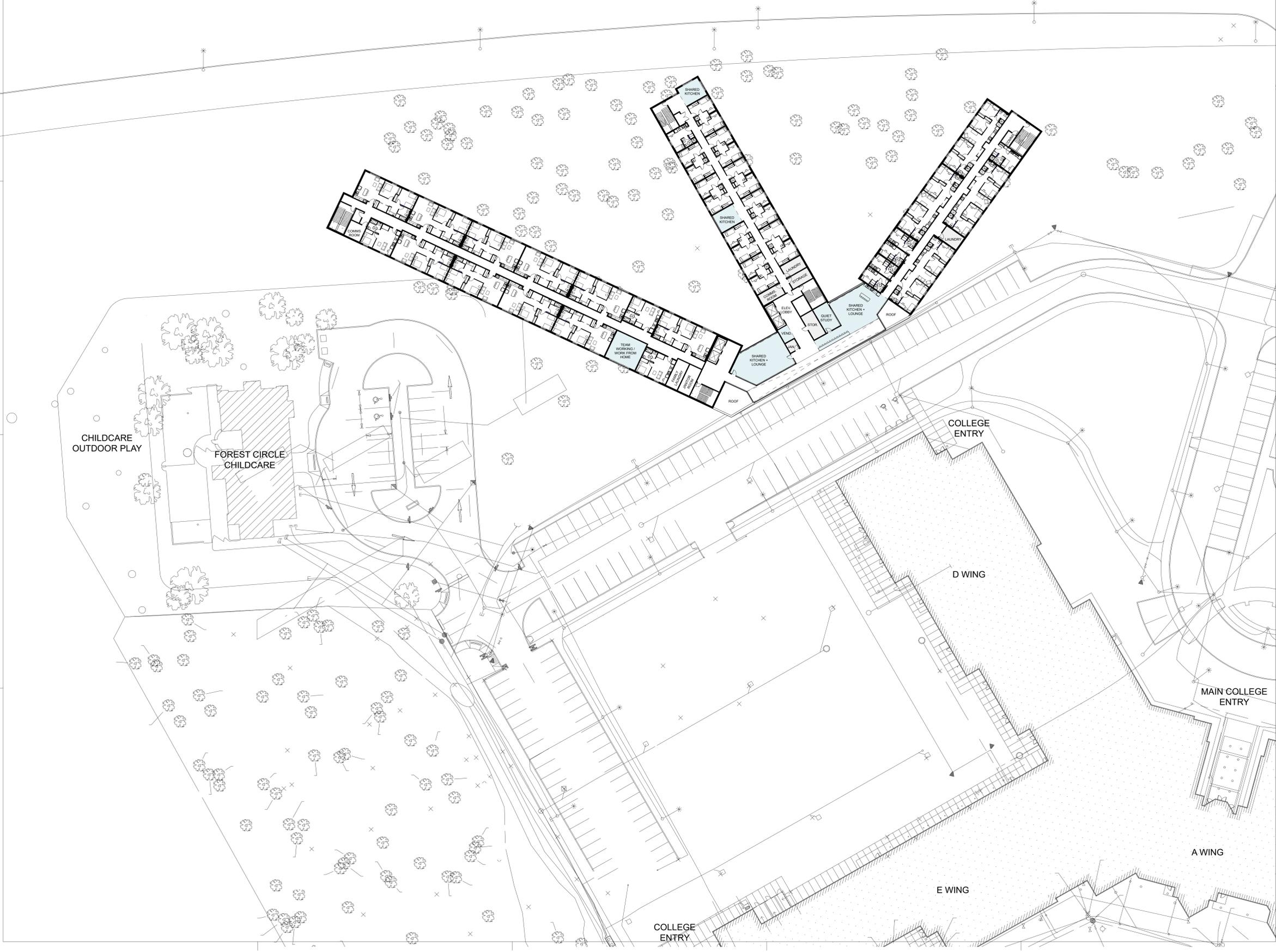
OPTION C2 - TYPICAL FLOOR PLAN LEVEL 1



Option C2 - Floors 2-4

SCALE 1:300

DOGWOOD STREET



OPTION DESCRIPTION

70 STUDENT UNITS
 145 STUDENT BEDS
 50 FAMILY UNITS
 114 FAMILY BEDS
 4 CARETAKER / ELDER BEDS

GROSS AREA / FLOOR
 MAIN FLOOR: 2,505 M2
 TYPICAL FLOORS 2-4: 3,180 M2
NUMBER OF STOREYS: 4
GROSS FLOOR AREA TOTAL:
 12, 045 M2

GROSS AREA / BED RATIO
 46 SM / BED (INCL. CHILDCARE)

UNIT COUNT

STAFF
 CARETAKER UNIT: 1 (2 BED)
 ELDER SUITE: 1 (2 BED)

LONG TERM STUDENT
 NANO SUITE: 12 (12 BEDS)
 4 BEDROOM: 9 (36 BEDS)
 4 BED ACCESS.: 3 (12 BEDS)
 STUDENT ADVISOR: 3 (3 BEDS)

SHORT TERM STUDENT
 SEMI-SUITE: 32 (64 BEDS)
 SEMI-SUITE ACCESS.: 4 (8 BEDS)
 STUDENT ADVISOR: 4 (4 BEDS)

FAMILY HOUSING
 1 BEDROOM: 9 (18 BEDS)
 2 BEDS / UNIT
 1 BEDROOM ACCESS.: 3 (6 BEDS)
 2 BEDS / UNIT
 2 BEDROOM: 27 (81 BEDS)
 3 BEDS / UNIT
 2 BED ACCESS.: 3 (9 BEDS)
 3 BEDS PER UNIT

PROGRAM LEGEND

- SHARED RESIDENT SPACE
- ADMINISTRATIVE / STAFF SPACE
- SERVICE SPACE
- FITNESS / WELLNESS SPACE
- GATHERING SPACE
- CHILDCARE



OPTION C2 - TYPICAL FLOOR PLAN LEVEL 2-4

Table 4-1. Options Analysis

	Option A	Option B	Option C1	Option C2
Project Description	150/35 – No New Childcare	160/56 – Childcare addition	131/48 – Separate New Childcare	131/39 – Integrated Childcare
Project Scope & Sequencing	Two four-storey student housing buildings, with no new childcare.	A single, six-storey student housing building, with an extension built onto the existing childcare building.	A single, four-storey student housing building, with a replacement childcare building separate, but adjacent.	A single, four-storey student housing building, with replacement childcare integrated into the family housing building.
Estimated Project Budget – SSA	\$104,816,000	\$122,468,000	\$112,126,000	\$116,697,000
Estimated Project Budget – Rev	\$101,389,664	\$118,450,322	\$108,454,779	\$112,872,651
Total PSI Contribution	\$1,200,000	\$1,500,000	\$1,750,000	\$1,500,000
Total Provincial Contribution	\$100,189,664	\$116,950,322	\$106,704,779	\$111,372,651
Number of Single Student Beds	150	160	139	131
Number of Family Unit Beds	89	140	134	108
Number of Elder Beds	4	4	4	4
Total Number of Beds (Net New)	243	304	277	243
Cost per Bed (SSA)	\$431,342	\$402,855	\$403,178	\$464,497
Cost per Bed (Rev)	\$417,241	\$389,639	\$416,825	\$480,235
Total Area	11,019 m ²	14,466 m ²	12,355 m ²	12,355 m ²
Cost per Square Meter				
Area per Bed Ration	45 m ² per bed	47 m ² per bed	41 m ² per bed	46 m ² per bed

	Option A	Option B	Option C1	Option C2
Childcare	No new spaces	37 new childcare spaces.	49 new childcare spaces.	49 new childcare spaces.
Dining/Food Services	Shared and in-unit kitchens			
Implications	<p>Pros: Separate Family building provides flexibility and privacy for families. Potential for phasing the family building as a future project. Includes large storage and bike storage rooms.</p>	<p>Pros: Potential to maintain some of the existing parking lot. Building massing design allows for all units to have views of the trees (not a direct view of opposing wings).</p>	<p>Pros: Best site design potential for private and semi-private plaza spaces between the wings. Concentration of public space, with separated access from student/family residence facilities. Central 'knowledge bridge' like gathering space faces the campus, promoting connection to the overall campus / community. Short term and long term wings are designed by groups of 20 beds (20 students / one advisor).</p>	<p>Pros: Best site design potential for private and semi-private plaza spaces between the wings. Promotes intergenerational services by including childcare, family and student housing in a single facility. Central 'knowledge bridge' like gathering space faces the campus, promoting connection to the overall campus / community. Most economic strategy for childcare space is to be integrated in the new building – via shared services but with independent access.</p>

	Option A	Option B	Option C1	Option C2
				Childcare area faces existing outdoor play space and drop off / parent parking area.
	<p>Cons: Current site configuration requires minor adjustment to accommodate existing multi-use pathway Smaller bed count Separate family building will have additional cost associated for services, stairs, and extended site preparation area. Coordination with site dimensions is required - current plan extends North beyond site setback. Number of bed / advisors is higher than preferred. Short term: 24 / 1 advisor Long term: 24/ 1 advisor</p>	<p>Cons: 6 Storeys being reviewed at risk prior to confirmation by Geotechnical site testing (pending). If only 4 storeys is permitted – the option is less feasible to reach the desired bed count. Additional loss of large trees at the North side of the existing childcare parking area. Number of bed / advisors is lower than preferred. Short term: 14 / 1 advisor Long term: 16/ 1 advisor</p>	<p>Cons: New childcare building will disrupt existing Forest Circle programs. New childcare building will be more expensive and require separate services when disconnected from the new student housing building. New childcare building will require additional site development area, extended drop off paths and clearing of large trees.</p>	<p>Cons: This option has the highest operational costs and highest cost to build per bed.</p>



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 4.2.2

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

Agenda Item: Comox Valley Student Housing Project Update

Action Required: For Information

**Draft Motion/
Recommendation:** Not Applicable

Background/History/Executive summary:

As part of *BUILD* 2026, under Foundation, 2.5 Campuses and Centres, the NIC Comox Valley Student Commons project is ongoing and set to open in September 2025. The goal of the Student Commons is to provide a multi-generational, Indigenized, living-learning community of 217 occupants.

The Executive Summary attached reports on the progress, highlights and budget of this project, which is currently on track for both schedule and budget.

Attachments:

1. Comox Valley Student Housing Project Executive Summary

Action: For Information

NOVEMBER 2024

EXECUTIVE SUMMARY

NIC's Housing Commons in the Comox Valley, is a multi-generational, Indigenized, living-learning neighbourhood of 217 occupants. The project will bring NIC's first student housing to the Comox Valley campus, increasing access to education and training for students who live on campus and broadening campus life for students who commute.

PROJECT STATUS

Project Name	Student Housing Commons at NIC
Location	Comox Valley Campus 2300 Ryan Road Courtenay, BC
Design Builder	Urban One design Builders In. Design Team: HDR
Schedule	<i>ON TRACK</i>
Budget	<i>ON TRACK</i> - Dollars spent to date: \$ 34,875,095 (see below)

Comox Valley Student Housing**Financial Report****Date: November 2024**

Funding Sources	Budget	Spent to Date	Remaining Funds
Ministry of Advanced Education	68,543,250	33,875,095	34,668,155
Provincial Treasury Debt Financing	6,600,000	-	6,600,000
NIC Contribution	2,027,236	1,000,000	1,027,236
Total	\$77,170,486	\$ 34,875,095	\$ 42,295,391

HIGHLIGHTS:**Build**

- On time and on budget.
- Bridge curtainwalls complete other than North face bridge, which is underway,
- Hardscaping to start next week.
- Roofing complete.
- Solar array install is underway

South (family)

- 4th level carpet tile install u=underway.
- 3rd level countertops install underway.
- Painting level 1 and 2.
- Siding install at 90%.

West building

- Spray foam insulating underway.
- Rough in mechanical and plumbing on level 3 underway.
- Last of framing being completed.
- Siding at 50%

East building

- Mechanical complete.
- Solar underway
- 3rd floor drywall starting this week.

Operations Committee

- The Operations committee meets regularly, led by Kathleen Kuhnert.
- A staffing model has been developed, with JD's under development.
- Reservation software (StarRez) purchased, development well under way.
- An analysis of the rental market has been completed, rental rates will be set later this Fall.
- Janitorial service levels have been set.
- Security service levels have been discussed, now just connecting those to the current service levels for the rest of the campus.

Cultural Committee

- The Cultural Committee meets regularly and is working collectively with Komok's First Nation on the cultural elements related to the Build.
- Design for the front of the Knowledge bridge has been designed and is part of the construction schedule.
- Other design elements are under discussion and this part of the project will likely continue post-construction.

Risks

- Currently there are no risks significant enough to identify.
- There are inherent risks in any construction project, but we are not seeing anything from a Scope, Schedule and Budget perspective to be concerned about.

Project Photos (below)









BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 4.2.2

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

Agenda Item: 2nd Quarter 24-25 Financial Reports (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 College also prepares a forecast for the Ministry on a quarterly basis in a format they require. A summary of those projections is included in this write-up. The 2nd Quarter statements for fiscal 2024/25 were reviewed at the Finance and Audit committee on November 22, 2024.

2nd Quarter 24/25 Financial Statements

The financial statements for the month ended September 30, 2024 show a deficit of \$1.865 million. That is higher than normal for this point in the fiscal year. Generally, NIC always has a deficit in the 2nd Quarter because a large majority of tuition revenue is earned in the 2nd half of the fiscal year.

The larger than normal deficit in the 2nd Quarter is caused mainly by a few factors. The first is the reduction in international tuition revenue that began in the Fall semester. NIC's budget plan for new international students for the Fall semester was 230. The actual number was 177, which represents a 23% decline. Continuing student numbers remain strong and therefore although the impact on the 2nd Quarter was minimal, it did have an impact.

In addition, NIC is awaiting funding from the Ministry related to the Village fire in 2023. NIC has already spent the funds to rebuild from the fire but awaits approximately \$580K in funding from the Ministry. Some of this funding is capital in nature and won't have an immediate impact on the income statement, but approximately \$250K is revenue in 24/25.

On the positive side, NIC's investment portfolio is performing very well and now sits at \$20.5 million. On September 30, 2023 it was \$17.2 million. That will create some unbudgeted revenue this fiscal that will help NIC get to a balanced position this fiscal.

It should be noted that NIC's investment portfolio is the source of funds for NIC's contribution to Comox Valley student housing (\$2.027 million) and the Childcare and ECCE Centre (\$0.5 million). NIC withdrew \$1 million from the portfolio in October out of the \$2.027 million for the Housing project, and this isn't reflected in portfolio balance at September 30, 2024.

This represents the money spent in the early months of the project before the project was approved, but the College hadn't withdrawn these funds from the Genus investment portfolio. NIC tends not to withdraw funds from the investment portfolio until needed but NIC's cash position was lower than normal for this time of the fiscal year. The cash flow projections for the project show

the College withdrawing the remaining \$1.027 million this fiscal year.

Fiscal 24/25 Forecast (2Q Update)

NIC’s budget passed by the Board in April 2024 was a balanced budget. Each quarter the College provides an update to the Ministry, and in early October NIC’s update showed we would still be balanced in Fiscal 24/25. However, we signaled that in 25/26 we were expecting a deficit of \$750,000. For reference, NIC’s budgeted revenues and expenditures for FY 24/25 were:

	FY 24/25
Revenues	67,633,050
Expenses	<u>67,633,050</u>
Surplus	0

Within the revenue figure shown above was International tuition and fee revenue of \$9.98 million. However, based on the interim FTE report that shows 577 international FTEs, we will likely take in closer to \$8.8 million. While we believe we will balance in fiscal 24/25, it will be tight. The trendline in international student numbers indicates that reduced revenue in 25/26 should be expected, and that is why we have indicated to the Ministry that a deficit in 25/26 is expected.

Policy analysis/strategic priority:

Providing regular updates on NIC’s budget and finances is a Foundational element in BUILD 2026.

Attachments:

- 1. 2nd Quarter 24/25 financial statements.
- 2. 2nd Quarter 24/25 forecast

Action: For Information

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the six months ended September 30, 2024 and 2023**

North Island College
Index to the Financial Statements
For the six months ended September 30, 2024 and 2023

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

North Island College
Statement of Financial Position
As at September 30, 2024 and 2023

	Sept 2024	Sept 2023
Financial assets		
Cash and cash equivalents	\$ 3,979,940	\$ 9,825,864
Accounts receivable	1,903,672	1,491,930
Due from government organizations	1,780,451	302,075
Inventories held for resale	575,063	463,535
Portfolio investments	<u>20,548,081</u>	<u>17,234,334</u>
	28,787,207	29,317,738
 Liabilities		
Accounts payable and accrued liabilities	14,809,249	11,057,327
Due to government organizations	669,195	601,140
Employee future benefits	436,275	394,330
Leasehold inducements	-	-
Deferred revenue	5,523,072	5,450,386
Deferred contributions	14,826,865	14,777,650
Deferred capital contributions	<u>70,303,755</u>	<u>46,025,638</u>
	106,568,411	78,306,471
 Net financial assets (net debt)	(77,781,204)	(48,988,733)
 Non-financial assets		
Tangible capital assets	82,853,507	52,113,144
Prepaid expenses	<u>57,283</u>	<u>97,655</u>
	82,910,790	52,210,799
 Accumulated surplus	<u>\$ 5,129,586</u>	<u>\$ 3,222,066</u>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 2,955,605	\$ 3,538,758
Accumulated rereasurement gains (losses)	<u>2,173,982</u>	<u>(316,692)</u>
	<u>\$ 5,129,587</u>	<u>\$ 3,222,066</u>

North Island College
Statement of Operations and Accumulated Surplus
For the six months ended September 30, 2024 and 2023

	Budget 2025	% of Budget	Sept 2024	Sept 2023
Revenue				
Province of British Columbia				
Base Operating grant	\$ 36,093,094	47	\$ 17,127,853	\$ 14,866,492
Industry Training Authority grant	2,947,660	46	1,347,600	1,396,431
Routine capital	191,184	68	130,000	-
Leases	306,975	71	216,907	161,760
Aboriginal service plan	250,000	95	238,012	77,965
Literacy grants	273,000	111	303,361	303,361
Student aid	673,400	153	1,029,889	105,495
Educational partnerships	914,000	20	181,392	207,594
Province of BC contracts	<u>465,000</u>	35	<u>164,281</u>	<u>189,197</u>
	42,114,313	49	20,739,295	17,308,295
Government of Canada	1,443,642	39	567,301	360,849
Tuition and student fees	15,777,923	40	6,327,858	5,663,514
Contract services	1,891,287	60	1,135,324	1,107,156
Sales of goods and services	1,056,000	47	496,827	524,659
Investment income	707,889	56	394,466	467,622
Realized gain(loss) from investments	50,000	12	6,030	120,673
Other income	1,014,568	129	1,308,302	1,070,462
Revenue recognized from deferred capital contributions	<u>3,577,428</u>	43	<u>1,540,319</u>	<u>1,705,713</u>
	67,633,050	48	32,515,722	28,328,943
Expenses (Schedule 1)				
Instructional and non-sponsored research	63,396,969	49	31,093,451	27,434,432
Ancillary services	1,244,050	57	704,139	493,620
Sponsored research	1,501,835	23	346,900	412,969
Special purpose	<u>1,490,196</u>	150	<u>2,236,495</u>	<u>1,191,495</u>
	67,633,050	51	34,380,985	29,532,516
Deficit for the year	-		(1,865,263)	(1,203,573)
Accumulated surplus, beginning of period	<u>4,820,868</u>		<u>4,820,868</u>	<u>4,742,331</u>
Accumulated surplus, end of period	<u>\$ 4,820,868</u>		<u>\$ 2,955,605</u>	<u>\$ 3,538,758</u>

North Island College
Statement of Remeasurement Gains and Losses
For the six months ended September 30, 2024 and 2023

	Sept 2024	Sept 2023
Accumulated remeasurement gains, beginning of period	\$ 1,236,806	\$ 270,478
Unrealized gains (losses) attributed to:		
Pooled funds	943,206	(466,497)
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>(6,030)</u>	<u>(120,673)</u>
Remeasurement gains(losses) for the period	937,176	(587,170)
Accumulated remeasurement gains (losses), end of period	<u>\$ 2,173,982</u>	<u>\$ (316,692)</u>

North Island College
Statement of Cash Flows
For the six months ended September 30, 2024 and 2023

	Sept 2024	Sept 2023
Cash provided by (used in):		
Operations		
(Deficit) surplus for the period	\$ (1,865,263)	\$ (1,203,573)
Items not involving cash:		
Amortization of tangible capital assets	1,900,628	2,069,694
Revenue recognized from deferred capital contributions	(1,540,319)	(1,705,713)
Change in employee future benefits	(51,172)	(79,275)
Gain on sale of tangible capital assets	-	(78,474)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(230,215)	(730,677)
Decrease (increase) in due from government organizations	2,254,563	2,208,843
Decrease (increase) in prepaid expenses	341,375	102,578
Decrease (increase) in inventories held for resale	(163,024)	6,582
Increase (decrease) in accounts payable and accrued liabilities	(694,369)	(1,913,207)
Increase (decrease) in due to government organizations	(293,466)	(73,447)
Increase (decrease) in deferred revenue	2,593,875	2,551,997
Increase in non-capital contributions	<u>1,015,568</u>	<u>681,492</u>
Net change in cash from operating activities	5,133,444	3,040,393
Capital activities		
Cash used to acquire tangible capital assets	(21,378,056)	(4,096,656)
Increase in deferred capital contributions	<u>17,328,862</u>	<u>5,273,196</u>
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>97,663</u>
Net change in cash from capital activities	(4,049,194)	1,274,203
Investing activities		
Decrease (increase) in investments	(1,183,553)	234,695
Net remeasurement gains (losses)	<u>937,176</u>	<u>(587,170)</u>
Net change in cash from investing activities	(246,377)	(352,475)
Net change in cash and cash equivalents	(1,027,390)	2,758,548
Cash and cash equivalents, beginning of period	<u>5,007,331</u>	<u>7,067,317</u>
Cash and cash equivalents, end of period	<u>\$ 3,979,940</u>	<u>\$ 9,825,864</u>

North Island College
Statement of Changes in Net Financial Assets (Net Debt)
For the six months ended September 30, 2024 and 2023

	Budget 2025	Sept 2024	Sept 2023
(Deficit) surplus for the year	\$ -	\$ (1,865,263)	\$ (1,203,573)
Acquisition of tangible capital assets	-	(21,378,056)	(4,096,657)
Amortization of tangible capital assets	4,090,497	1,900,628	2,069,694
Gain on sale of tangible capital assets	-	-	(78,474)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>97,663</u>
	4,090,497	(19,477,428)	(2,007,774)
Acquisition of prepaid expenses	-	(99,613)	(58,789)
Use of prepaid expenses	<u>-</u>	<u>440,988</u>	<u>161,367</u>
	-	341,375	102,578
Net remeasurement gains (losses)	-	937,176	(587,170)
Change in net financial assets (net debt)	4,090,497	(20,064,140)	(3,695,939)
Net debt, beginning of period	<u>(57,717,064)</u>	<u>(57,717,064)</u>	<u>(45,292,794)</u>
Net debt, end of period	<u>\$ (53,626,567)</u>	<u>\$ (77,781,204)</u>	<u>\$ (48,988,733)</u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the six months ended September 30, 2024 and 2023

Expenses	Budget 2025	% of Budget	Sept 2024	Sept 2023
Salaries and benefits	\$ 49,956,009	47	\$ 23,590,290	\$ 19,504,314
Other personnel costs	987,549	43	422,370	661,711
Advertising and promotion	939,448	38	356,531	366,179
Books and periodicals	224,854	56	125,902	177,465
Cost of goods sold	682,000	66	449,317	290,098
Equipment costs	1,718,565	89	1,522,993	1,363,615
Facility costs	2,537,521	69	1,747,892	1,654,599
Financial service charges	246,502	26	64,207	88,886
General fees and services	2,422,437	29	706,919	718,407
Student awards	1,319,080	147	1,933,134	890,384
Supplies and general expenses	1,355,690	44	603,023	856,218
Travel	942,002	65	611,918	587,585
Grant transfers	210,896	144	303,361	303,361
Donations to NIC Foundation	-	-	42,500	-
Amortization of tangible capital assets	<u>4,090,497</u>	46	<u>1,900,628</u>	<u>2,069,694</u>
	<u>\$ 67,633,050</u>	51	<u>\$ 34,380,985</u>	<u>\$ 29,532,516</u>

Post-Secondary Institution: Forecast Confirmation

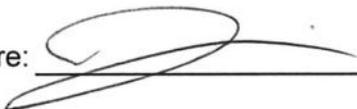
Institution Name: North Island College NIC Prepared by: Colin Fowler
 Entity Code: C15 Phone #: 250-334-5282
 Forecast Date: Quarter 2, 24/25 E-mail: colin.fowler@nic.bc.ca
 (e.g., Quarter 1, 24/25)

Forecast Summary:	Forecast <u>2024/25</u>	Forecast <u>2025/26</u>	Forecast <u>2026/27</u>	Forecast <u>2027/28</u>
	----- \$thousands -----			
Statement of Operations				
Total revenue	(67,695)	(62,828)	(63,774)	(63,774)
Total expenditure	67,695	63,578	63,774	63,774
Net (Revenues)/Expenses **	-	750	-	-
(Gain) loss on sale of capital assets	-	-	-	-
Unallocated Pressures (use in Q1 only)	-	-	-	-
Operating Net (Income) Loss (for Ministry)	-	750	-	-
Endowment (restricted asset) contributions	-	-	-	-
Net (Income) Loss	-	750	-	-

I confirm that I have reviewed the financial forecast and key underlying assumptions provided to the Ministry for the 2024/25, 2025/26, 2026/27, and 2027/28 fiscal years as summarized in this schedule. This financial forecast represents, in all material respects, the post-secondary institution's best estimate of operating results and financial position by the year end. I also confirm that I will review the information provided to the Ministry with the Board.

Audit and Finance Committee Chair:

Name: Jerad Langille, CPA, CA

Signature: 



BOARD OF GOVERNORS – ACTION SHEET

December 5, 2024

Agenda #: 4.3.1

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

Action Required: For Board Approval

Draft Motion/ Recommendation: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE DOMESTIC TUITION FEE OF \$155.00 PER WEEK FOR NEW APPRENTICESHIP COURSES.

Background/History/Executive summary:

The proposed weekly tuition fee of \$115.00 per week will be applied to new Apprenticeship courses at North Island College beginning February 2025. This fee reflects the increased costs associated with delivering apprenticeship level courses. The new fee structure is consistent with those set by comparable BC post-secondary institutions offering Apprenticeship programs. Introducing this weekly tuition fee supports the financial viability of these courses, while providing stability and consistency for future program offerings.

Note: As per the 2024-2025 Academic Year bylaw existing Apprenticeship course tuition fees are currently based on \$105.58 per week.

Policy analysis/strategic priority:

The addition of new Apprenticeship courses aligns directly with BUILD 2026 providing ease of access to training while offering labour market responsive programming to serve the skilled trades sector, which is a provincial priority.

Attachments:

N/A

Action:

For the Board of Governors consideration and approval.

Report to Board of Governors from Education Council Chair

December 5, 2024, Campbell River

Report Prepared by: Education Council Chair, Aisling Brady

EDUCATION COUNCIL BUSINESS

Since October 3rd, Education Council has had two meetings: October 18th and November 7th. The following curricular items have been approved at our table:

New Courses

- HCA 155 Practice Experience in Multi-Level and/or Complex Care
- ENR 250 Linear Circuits I
- AWI 096 Awi'nakola Foundations
- AWI 097 Awi'nakola Portfolio
- RBA 100 Residential Building Maintenance Worker Level 1
- RBA 200 Residential Building Maintenance Worker Level 2
- RBA 300 Residential Building Maintenance Worker Level 3

Course Revisions

- NCN 096 Introduction to Nuuchahnulth Language I
- NCN 097 Introduction to Nuuchahnulth Language II
- STA 115 Introduction to Statistics
- PHY 120 Principles of Physics I
- PHY 121 Principles of Physics II

Course Deactivations

- HCA 140 Practice Experience in Multi-Level and/or Complex Care 1
- HCA 150 Practice Experience in Multi-Level and/or Complex Care 2

Program Revisions

- Health Care Assistant Certificate
- Engineering Foundations Certificate

We had our elections for Education Council Chair and Vice-Chair. I was elected again as chair, and Margaret Hearnden (Global Learning Facilitator, Faculty) was elected as Vice-Chair.

CHAIR DUTIES & MEETINGS:

We had our orientation for new council members before our October 18th meeting.

I participated in the provincial Academic Governance Council meeting on November 18th. Highlights from the meeting include:

- Most institutions are grappling with declining enrolments and impacts from the federal immigration changes, but some are seeing increases in domestic and Indigenous enrolments (e.g., NLC and COTR)
- Some programs at institutions are suspending intake (e.g., Selkirk) or are doing significant rearrangement to college structure and implementing freezing hires or not replacing positions (e.g., Langara and Camosun)
- Some institutions are not looking at pursuing international students based on CIPS-approved programs, rather focusing on building new domestic programs (e.g., CNC, OC).

NIC Board of Governor's 2024/2025 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.



COMOX VALLEY

CAMPBELL RIVER

CAMPBELL RIVER

PORT ALBERNI

PARKSVILLE (TBD)

MIXALAKWILA

COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- Board Orientation

BOARD DEVELOPMENT & EDUCATION

- Board Strategic Session

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD DEVELOPMENT & EDUCATION

- Fiscal Year Draft Budget Presentation

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

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

BOARD BUSINESS

- ***Committee Appointments***
- New Elected Member Oaths

BOARD BUSINESS

- Standing Committee Reports
- ***Campbell River Student Housing Business Case***
- ***Bylaws 4 & 6: Tuition and Fees***

BOARD BUSINESS

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

BOARD BUSINESS

- Joint meeting with Indigenous Education Council

BOARD BUSINESS

- Standing Committee Reports
- ***Board Workplan 2025/26***
- ***Mandate Letter, if received***

BOARD BUSINESS

- Standing Committee Reports
- ***2024/25 Institutional Accountability Plan & Report***
- ***Annual Report on President's objectives/goals 2024/25***
- ***President's objectives/goals 2025/26***

ORGANIZATIONAL PERFORMANCE

- Fiscal Year 24/25 Enrolment Report

FIDUCIARY

- Q2 Financial Statements
- Q3 Financial Forecast

ORGANIZATIONAL PERFORMANCE

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

FIDUCIARY

- ***Budget 2025/26***

FIDUCIARY

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

FIDUCIARY

- Q3 Financial Statements
- Q4 Financial Forecast

STUDENT ASSOC. FEES

- ***Direct institution to collect fees***

CAMPUS/CENTRE DEVELOPMENT

- ***5-Year Capital Plan Priorities***

ORGANIZATIONAL PERFORMANCE

- ***BUILD 2026 Updates and Dashboard Review***
- ***2024/25 Full-time Equivalent Enrolment Report***

FIDUCIARY

- ***2024/25 Audited Financial Statements***

Items in this font and italicized require Board approval

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE

- ***Strategic Plan Approval/Updates***

PROGRAMMING

- ***Credential Approval***
- ***Program Cancellation***

FIDUCIARY

- ***New Programming Tuition and Fees***

CAMPUS/CENTRE DEVELOPMENT

- ***Lease Approval***
- ***Land Sale***

EMPLOYEES

- ***Collective Agreement Ratification***

	September 2024	October 2024	November 2024	Dec 2024/Jan 2025Feb	February 2025	Mar/Apr 2025	May/June 2025
Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
Executive	Sep 12 10:30am	Oct 10 10:30am	* Nov 25 10:30am	Jan 23 10:30am	Feb 27 10:30am	Apr 10 10:30am	Jun 5 10:30am
Governance & Board Development	Sep 12 9am	Oct 10 9am	* Nov 25 9am	Jan 23 9am	Feb 27 9am	Apr 10 9am	Jun 5 9am
Finance & Audit	Sep 13 3pm		Nov 22 3pm	Jan 24 3pm		Apr 11 3pm	Jun 6 3pm
Community Engagement Events (optional)							
			Nov 1 Location (TBD) West Coast Community Engagement Lunch	Dec 5 Campbell River Campbell River Holiday Lunch	Feb 6 Port Alberni Port Alberni Community Engagement Lunch		May 1 Port Hardy North Island Community Engagement Lunch
NIC College Engagement Events (optional)							
	Sep 3 Campbell River Student Orientation	Oct 8 Port Alberni NISU/LT Student Celebration Lunch	Nov 7 Online College Conversation	Dec 6 (TBC) Online College Conversation		Mar (dates TBC) All Campuses NISU/LT Student Celebration Lunches	May 30 Location TBA Employee Recognition Event
	Sep 5 Comox Valley Student Orientation	Oct 9 Campbell River NISU/LT Student Celebration Lunch		Jan (date TBC) Online College Conversation			Jun 16 Campbell River Convocation
	Sep 17 Port Alberni Student Orientation	Oct 10 Comox Valley NISU/LT Student Celebration Lunch					Jun 17 Comox Valley Convocation
							TBD Port Alberni Convocation

**Board of Governors Strategic Session
 October 24 & 25, 2024**

NIC Campbell River Campus

Q̓əp̓ix̓ʔidaʔas – Indigenous Gathering Place (C-Wing)

Accommodation: Naturally Pacific Resort Hotel, 700 Petersen Rd, Campbell River

Purpose/Objectives

THURSDAY, OCTOBER 24		
Time	Activity & Presenters/Facilitators/Guests	Venue
9:45am – 10:00am	Arrival: Coffee, tea and snacks	Q̓əp̓ix̓ʔidaʔas
10am – 10:15am	Welcome and Agenda Review <i>June Johnson, NIC Elder in Residence</i>	Q̓əp̓ix̓ʔidaʔas
10:15 am-11:30am	Introduction to Campbell River Campus and NIC Campus Tour <i>Tony Bellavia, Vice President Academic</i>	Q̓əp̓ix̓ʔidaʔas
11:30am to 12:30pm	BUILD 2026 & Working Together (Co-Strategic Plans) and Risk Register Session <i>Lisa Domae, President and Leadership Team</i> <i>Kelly Shopland, Executive Director, Indigenous Education</i>	Q̓əp̓ix̓ʔidaʔas
12:30pm – 1:30pm	Lunch	Q̓əp̓ix̓ʔidaʔas
1:30-2:30pm	Access to Employment: Aligning to Labour Markets <i>Lisa Domae, President and Leadership Team</i>	Q̓əp̓ix̓ʔidaʔas
2:30pm-3:30pm	Board Evaluation Session <i>Nancy Arsenault, Chair, Board & Governance Development Committee</i> <i>Mel Allison, Director, College Governance & Strategy</i>	Q̓əp̓ix̓ʔidaʔas
3:30-5:00pm	Hotel Check In & Break	Naturally Pacific Resort
5:00-7:00pm	NIC Culinary Program Bistro Dinner <i>Chef Xavier Bauby & Professional Cook 1 & 3 Students</i>	The Bistro, Campbell River Campus
7:00pm – 8:00pm	Indigenous Education – Medicinal Plants Workshop <i>June Johnson, NIC Elder in Residence</i>	Q̓əp̓ix̓ʔidaʔas

FRIDAY, OCTOBER 25

Time	Activity & Presenters/Facilitators	Venue
8:00-9:00am	Breakfast	Q'e pix ʔidaʔas
9:00-10:00am	Overview of NIC Student Housing Projects <i>Naomi Tabata, Director, Envision North Island</i> <i>Meesbah Jiwaji, Associate Director, Student Life</i>	Q'e pix ʔidaʔas
10:00-12noon	Campbell River Campus Housing Project Overview & Site Tour <i>Mathieu Grady, Design Principal, Western Canada</i> <i>Matthew Emerson, Education & Science Principal</i>	Q'e pix ʔidaʔas
12:00-1:00pm	Lunch & Close	Q'e pix ʔidaʔas



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
SUB-COMMITTEE LIST
2024-2025**

EXECUTIVE COMMITTEE

- Patricia Trasolini (Committee Chair)
- Nancy Arsenault
- Shelley Does
- Jerad Langille
- Corinne Stavness
- Lisa Domae

GOVERNANCE AND BOARD DEVELOPMENT COMMITTEE

- Shelley Does (Committee Chair)
- Nancy Arsenault
- Patricia Trasolini
- Claire Moglove
- Vicky White
- John Jack
- Kuda Makunike
- Taylor McManus

North Island College Resource Persons:

- Lisa Domae, President & CEO
- Melanie Allison, Director, College Governance & Strategy

FINANCE AND AUDIT COMMITTEE

- Jerad Langille (Committee Chair)
- Valery Puetz
- Roger Kishi
- Naeem Shaikh
- Murray Erickson

North Island College Resource Persons:

- Colin Fowler, Vice President, Finance & College Services

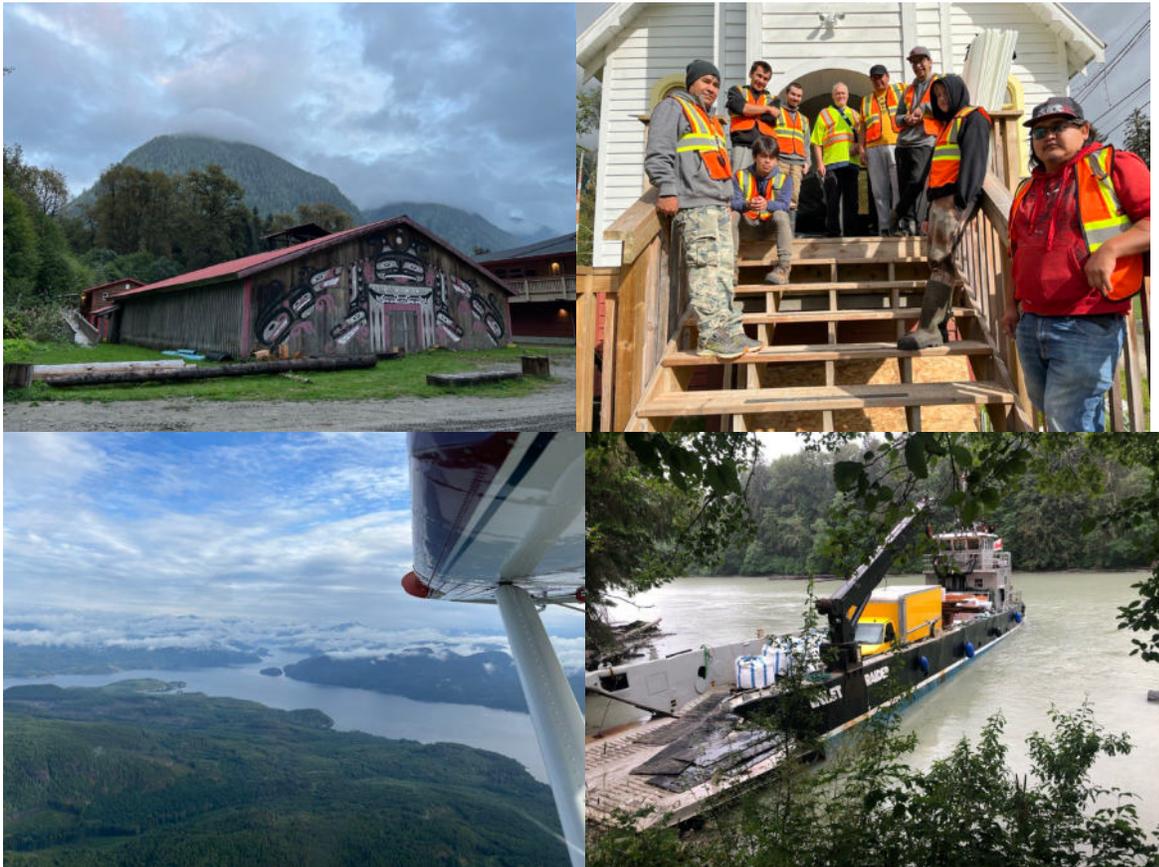
ACCESS AND REGIONS

MIXALAKWILA CAMPUS, PORT HARDY

Submitted by Donna Merry, Regional Manager, MX Campus and Continuing Education

In partnership between CET, Trades and Dzwada’enuxw First Nations and funded by the Community Workforce Response Grant, twelve students at Ukwanalis Village, Kingcome Inlet, are currently completing Carpentry Level 1 Apprenticeship training. The program began in September and will be completed in December. Students are working on community projects while completing the Level 1 learning competencies.

The village of approximately 75 full-time residents is accessible by seaplane and boat only, and all visitors and supplies are picked up from a dock at the mouth of Kingcome Inlet and taken up the Gwa’yi River by riverboat. The community has generously supplied classroom space in the church, gymnasium and big house.



CONTINUING EDUCATION AND TRAINING

Retail and Customer Service Confidence

Submitted by Donna Merry, Regional Manager, MX Campus and Continuing Education

In partnership with the Port Hardy Chamber of Commerce and local businesses, CET has delivered the Retail and Customer Service Confidence program to the second cohort from September-November. The students completed four weeks of classroom learning and four weeks of supported work experience at local businesses to develop their retail and customer service skills. Students from the first cohort have successfully transitioned into employment, and we look forward to the same outcomes for this second cohort, after their celebration event on November 19. Two more programs are planned in the spring and fall of 2025. This project has been funded through the Rural Economic Diversification and Innovation Program (REDIP).

Submitted by Leanne Moore, CE Program Officer, Port Alberni

Wildfire Crew Member Training

Port Alberni CET delivered a 4-week Wildfire Crew Member Training in October-November 2024 in partnership with Huu-ay-aht First Nation, through the Indigenous Stream of the Community Workforce Response Grant. The program was delivered in Bamfield and has prepared another 12 students to help fight wildfires in the province of BC and beyond.

Building Service Worker – Comprehensive (Future Skills Grant)

The 2-week Building Service Worker Comprehensive program combines classroom instruction and hands-on experience to train in cleaning, chemicals, equipment, floor, and carpet care; WHMIS, FoodSafe, and First Aid are included. The program took place in November and the 12 students who attended used Future Skills Grant funding to cover the tuition.



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 twelve-week micro-credential program will include six individual courses specifically geared toward building economic development capacity for rural and remote municipalities, local government, and Indigenous communities. The courses will help train people in rural community development, entrepreneurship, market research and analysis, infrastructure, and resource development, and will be available both online and in person, allowing learners to stay in their community and build critical capacity for their home community.

The program is an NIC-led joint venture with six other participating public rural colleges. NIC will be engaging 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. The curriculum development will commence this winter with the first program projected to be offered in fall 2025.

Introduction to Hands-On Manufacturing Technologies Micro-Credentials

Alberni Valley Makerspace has applied for Rural Economic Diversification and Infrastructure Program (REDIP) funding. NIC's role is to develop and deliver the "Introduction to Hands-On Manufacturing Technologies" pilot program. Modules will include 3D printing, laser cutting, electronics prototyping, textile manufacturing, and plastic remanufacturing. This program will not only benefit the participants by providing practical and industry relevant skills but also help diversify and strengthen our region's workforce. The decision on the application will be announced in Spring 2025. If successful, three six-week intakes will take place starting fall 2025 to winter 2026.

Submitted by Lorraine Hagan, CE Program Officer, Campbell River

Marine Training

The fall marine training was comprised of our regular offerings and our winter course schedule is now available and open for registration. Plans are underway in partnership with the Campbell River Chamber of Commerce, to apply for the next intake of the Community Workforce Response Grant to bring *Marine Essentials* training to the region. This will assist local marine employers, as well as those in the surrounding areas, in hiring entry level staff that have completed required Transport Canada certification courses.

Metal Jewellery Design

The 2024-25 Metal Jewellery Design Certificate program is off to a great start and is running at capacity with twelve new enthusiastic artists. The weekend workshop jewellery classes have been well attended and often piques the interest in our full-time program.

Campbell River Elder College

The Fall term offered twenty-six courses with several new course leaders added to the mix. Registration numbers have been strong, and the term has been an overall success. To date, over thirty courses are planned for Winter/Spring 2025 with scheduling expected to be finalized by mid-December.



The Youth Academy was transferred from the Marketing and Future Students Department to the CET Department in late April 2024.

In July and August, we provided 18 inspiring camps to students aged 7-13yrs in Comox, Campbell River and Port Alberni – the ever-popular Lego Robotics camps, Lego All Girls and Lego Extreme, all using our Lego Spike Prime robotics sets to introduce robotics engineering and coding to budding young robotics engineers. We also offered STEM and Sports, STEAM (including an introduction to graphic design) and Coding, a camp in which students created their own video games. The

return of the Fine Arts and Mixed Media camp was so popular that it sold out within 2 hours of registration opening and we were able to offer a second week of camp to the waitlisted registrants. This summer we also collaborated with K’omoks First Nation to offer a subsidized week of camp to their youth, in their own K’omoks Hall.



All in all, 287 children attended camps run by four inspiring camp leaders, five energetic camp assistants and seven enthusiastic volunteers, who all worked together as a fabulous team. Feedback from both campers and parents has been overwhelmingly positive. Many requests for year-round programming has led us to draw up a plan and apply for funding that we hope will lead to after-school, Spring Break and Pro D day LEGO robotics workshops throughout the school year.



NIC’s Youth Academy has been screened and invited to apply to become a partner with Actua, Canada’s leading science, technology, engineering and mathematics (STEM) youth outreach organization. Actua provides curriculum support, professional development and training as well as funding that will assist the Youth Academy to develop more quality courses, deliver to more remote locations and underserved populations.

HEALTH AND HUMAN SERVICES

Bachelor of Science in Nursing

Submitted by Sheenagh Snell, Department Chair

Two new regular faculty members, Kim Sumpter and Nikki Robbins, were hired into our LPN to BSN program. We are enjoying having their expertise and experience added to our team. Additionally, we welcomed the return of Leslie Sundby into our faculty as 'Curriculum and Program Mentor' in a 50% temporary role for this academic year.

Faculty members Sheenagh Snell and Denise Sibilleau are engaging in research to determine if implementation of theory, hands-on practice, and simulation in the nursing learning centre will enhance nursing students' confidence in handling central venous access devices (CVADs). This has involved extensive collaboration with the Clinical Nurse Educators at the Comox Valley Hospital. The Clinical Nurse Educators created and implemented a CVAD workshop for our instructors teaching our 3rd year cohort. This included the 3rd year Nursing Learning Centre instructors, Department Chair, and Learning Centre Coordinator. Collaboration with VIU has been constant as we work on integrating this content into NIC's Nursing Learning Centre courses.

The picture below is from our workshop at the hospital whereby the nursing educators at that hospital instructed our faculty to ensure we have the necessary skills, knowledge, and competence to educate our students on this skill.



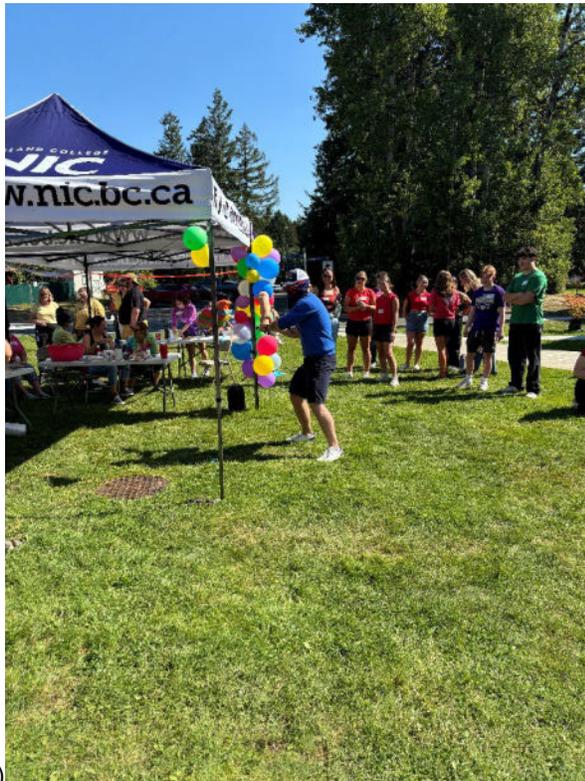
Photo submitted by: Sheenagh Snell RN MN (CVH nurse educators, BSN Faculty, Department Chair, and Learning Centre Coordinator attending CVAD workshop)

In September, the BSN program reinitiated our annual 'Mandatory Fun Day' for all cohorts and faculty, organized by 4th year student Karina Teufel, and faculty members Montana Alessio, Agata Zienowicz, and Sheenagh Snell. It was a fun event filled with games, collaboration, and inter-cohort bonding. NISU was present and awarded bursaries to students. It was an excellent way to kick off the academic year.



Photo submitted by: Sheenagh Snell RN MN (BSN students in years 1 through 4)





(Nursing Faculty)



(Organizers of the event: Left to right- Karina Teufel, Agata Zienowicz, Montana Alessio, and Sheenagh Snell)

The BSN year 1 and 3 students participated in an experiential reconciliation workshop ‘Building Bridges Through Understanding the Village’ facilitated by Kathi Camilleri, organized by our faculty members Alisha Black, Liz McKay, and Cara Tilston in October.

Fourth year BSN students participated in a student-led poster conference showcasing their

focused synthesis of research on timely health issues in November. The event was held in the Library Commons, with guest speakers Dr. Evelyn Voyageur (NIC Elder in Residence), Tony Bellavia (Vice President, Academic), and our Health and Human Services Dean Jan Meiers. More information and photos will be shared in our next college highlights report.

First year students are working together to create a social media campaign to improve Equity, Diversity, and Inclusion in nursing education. This same cohort led a blood pressure clinic on our Comox Valley campus to consolidate their knowledge and skills related to this skill.

Faculty professional development work is extensive and includes, but is not limited to: virtual simulation utilization, and enhancing student self-efficacy related to CVAD care. Faculty are focused on expanding knowledge around disability accommodations in clinical, Artificial Intelligence and its use in nursing education and instruction/evaluation within courses, attending and presenting at various nursing conferences, and enhancing knowledge around pedagogical approaches to anti-racism and anti-oppression principals, trauma-informed principals, and inclusion of Indigenous perspectives and knowledge in courses.



In August 2024, nursing faculty member Heidi Deagle and Elder in Residence Dr. Evelyn Voyageur were co-presenters at the S'TENISTOLW Conference, held at Camosun College in Victoria. Alongside Dr. Joanne Fraser, NIC BSN Graduate Victoria Dick, and Noxsola Paul Willie, we offered a one-hour session: *Learning Our Way, A Path Towards Transformative Reconciliation for All of Us*. The room was full and included delegates from across Canada and even New Zealand. S'TENISTOLW is a gathering for educators, administrators, community leaders, scholars and allies in the field of Indigenous post-secondary and adult education. Opportunities like this build and strengthen relationships and networks in reciprocity and reconciliation.

In June 2024, a group of Year 2 and 3 nursing students from North Island College had the privilege of attending a week-long field school in Ukwanalís Village (Kingcome), home of the Dzawada'enuxw First Nation. This was part of an elective nursing course offered by NIC, NUR 410: Health and Wellness in First Nations Communities. We were also joined by participants of the *Learning Our Way* field school, including BSN Faculty member Montana Alessio.

The trip involved car travel to Port McNeil (4 hours from NIC's Comox Valley Campus), followed by 3 hours of boat travel across the ocean to a floating dock where all gear and participants were unloaded. From there, we waited for river boats to journey about 30 minutes up the Gwa'yi River to

the small village of Ukwanalís.

While living in community, nursing students learned from Elders, spent time with community members, met the local nurse, explored the forest and river, gathered medicinal plants, sat in circle at the Big House, and filled heart, mind and body with transformational learning experiences.



Above photo: NUR 410 BSN Students, Learning Our Way (LOW) participants, Noxsola Paul Willie, Dr. Evelyn Voyageur, Dr. Joanna Fraser and NIC Faculty Heidi Deagle.



1.



2.

1. Year 2 Nursing Students packed and ready to get aboard from the dock in Port McNeil in June 2024 (Emalee, Abigail and Simone). 2. Waiting for the river boat to take us from the ocean dock in the Kingcome Inlet, up the Gwa'yi River to Ukwanalís, home of the Musgamagw Dzawada'enuxw peoples.



3.



4.

3. Year 3 BSN student picking twin-berry leaf in the rain. 4. Dr. Voyageur checking on the leaves drying for her

heating poutlice.



5.

5. Lilawagila School in Gwayi Village.



We would like to extend a warm thank-you to **Gowland Towing in Campbell River**, for their generous donation of \$2,000 towards student expenses for our NUR 410 field school in June.





Photos: 1. LOW group on the boat, September 2024. 2. Outskirts of Hoopsitas Village (Ka:'yu:'k't'h'/Che:k:tles7et'h'). 3. Year 4 BSN student/ student research assistant Genevieve Freeman, travelling with nursing instructor and faculty research support, Heidi Deagle. 4. Heidi Deagle interviewing Kyuquot Family Service Manager, Daniel Blackstone, regarding community impacts and reflections on the LOW field school which took place in May 2024. *Learning Our Way: Indigenous Community Based Learning Circles for Transformative Reconciliation in Health Professional Education and Practice* is supported by a College and Community Social Innovation Fund grant (2022). Elder in Resident, Dr. Evelyn Voyageur and retired BSN Faculty member Dr. Joanna Fraser are the primary researchers for this project. LOW has partnered with four communities to host 4 field schools over the past year. In their project framework, Dr. Fraser and Dr. Voyageur created paid student research positions as well as a nursing faculty research support position. This has provided an incredible opportunity for faculty and student engagement in relationship-building, scholarship and land-based learning and Indigenous research methodologies.

The following photographs are from the LOW field school with the community of Tsaxis (Fort Rupert), which is located between Port McNeil and Port Hardy on Northern Vancouver Island.



NIC faculty Erin McConomy helping lift food out of the community pit cook. Our generous hosts in Tsaxis prepared a Community Pit Cook. Root veggies grown in the community garden are cooked alongside whole salmon, on a bed of hot coals, wrapped in cedar boughs and salal leaves, cover in other vegetation, like ferns and skunk cabbage leaves, and burlap sacks, then cooked for several hours!



LOW participant's landing the canoe after a paddle to Deer Island, led by Mervin Hunt and Tom Child.



Getting the drum warm by the fire.



Land-based learning- outside, around a fire, at the beach.



Hillside view looking south towards Storey’s Beach and Tsaxis village.



(Year 2 BSN Students Kali, Jasmine, Analie, Taylor and Satvir, with Island Health Infection Control Nurse). Photo credit: Heidi Deagle.

On October 24, 2024, NIC nursing students attended Comox Valley Hospital’s Education Day. Health care staff and students interacted with a number of learning stations, including topics such as Wound Care, Safe Use of Restraints, Harm Reduction, Infection Control Practices, Code Blue and Proper Waste Disposal in Hospital.



(Year 3 BSN Students Mia, Naomi, Paige and Darby. Photo credit: Heidi Deagle)
 As part of their course work for NUR 302: Relational Practice III – *Connecting Across Difference*, third year nursing students prepared a creative learning activity to raise awareness about a population who experiences stigma and discrimination, particularly related to social and healthcare inequities. The group pictured above engaged students and faculty participants in a thoughtful board game to build understanding about living with borderline personality disorder.

Early Childhood Care and Education

Submitted by Laurie Tulloch, Department Co-Chair

This month we celebrate National Child Day on November 20th.

This day celebrates children as active participants in their lives and communities and recognizes Canada's commitment to children's rights. Across our programs and campuses, students are learning about and promoting the rights of children through the development of educational bulletin boards and displays, engagement with advocacy campaigns, guest speakers and their practicum mentors.



Faculty too are reflecting on our commitment to children's rights in the development of student protocols and curriculum. Professional development including our collective consideration of "Ethical Issues Facing Researchers Working with Children in International Contexts" (Asselin & Doiron, 2016) continues to inform our conversations with students and each other about the important differences between research ON, ABOUT, WITH, FOR and BY children.

Accessible Education and Training (formerly Department of Accessible Learning)

Submitted by: Liz Girard, Instructor and Department Chair

A first note of update is that our department has changed names from Department of Accessible Learning (DAL) - Programs to **Accessible Education and Training (AET)**. This decision was made to

better differentiate ourselves from DALs (Department of Accessible Learning – Services). Also, as the Ministry of Post-Secondary Education and Future Skills (Provincially) has changed the title of our area from Adult Special Education to Accessible Education and Training we will be in alignment with them.

In the Comox Valley, we are offering nine courses each semester to train students for employment. We also have students beginning their work experience course in the community. This year one of our courses is looking deeply at the UN Convention on the Rights of Persons with Disabilities. The students, along with two 4th year nursing students, and me, their instructor, are putting on a learning event for the public. All are welcome to attend.



In Campbell River, we have a brand new instructor to our program. Tina is taking students through a new cohort model of one of our three certificate programs. The cohort group is at NIC three and a half days a week. They are learning employment skills and doing a work experience practicum in the community. This is a new initiative for our department. We are piloting offering our courses in one year so students can enter our program and leave quickly into the workforce. So far, the students have been very engaged and are very eager to take part in their work experience.

In Port Alberni, we have another new instructor. Heidi is working with the students on their employment skills courses and they are also taking part in work experiences in the community.

TRADES AND TECHNICAL PROGRAMS

November 2024

June 2024, the days with the smell of fresh cut grass, warm breezes, and evenings to watch the sun either dip into the ocean or duck behind the majestic mountains to make way for the moon to rise in the night sky, now seem like a very long time ago. The end of the spring term saw many new graduates setting out to make their way in this ever-changing world and the team of Trades and

Technical programs gearing up to welcome the new students of Fall 2024. However, over the summer months there were eight foundation programs that would be drawing to a close in July and August or finishing off as the new programs began in the fall.

Fast forward and September has arrived. The halls are no longer echoing from the emptiness brought on by June's convocation ceremonies, they are teeming with the excitement of new and returning students treading on the next stepping stone of their chosen path of life. TNT kicked off Electrical, Automotive, Fabricator-Welder, Heavy Mechanical, and Welding Foundations along with the two-year Instrumentation and Automation program at the Campbell River campus, while Carpentry Foundation under Jani Martinius welcomed students to the Trades Training Building in Courtenay. Automotive, Welding and Furniture Design and Joinery foundation programs brought the TEBO campus in Port Alberni back to life after the summer hiatus.

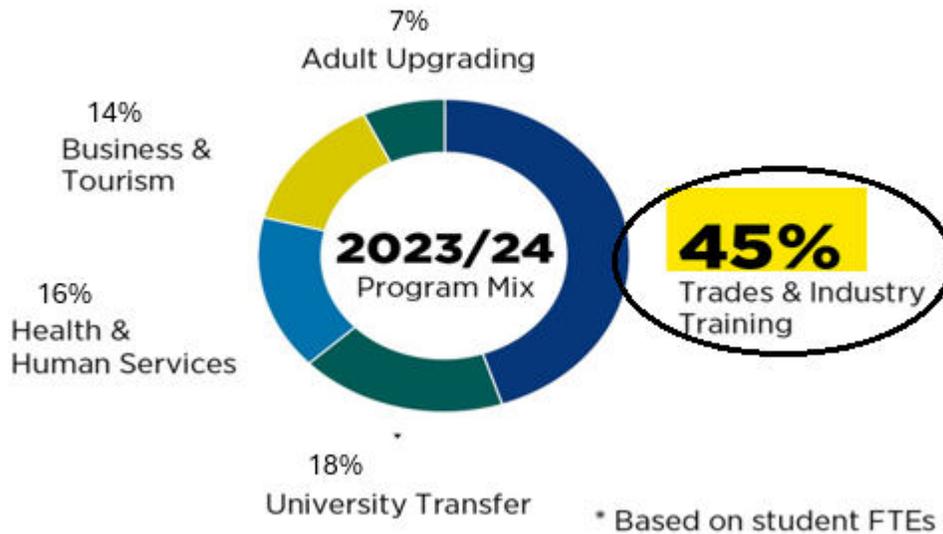
Historically fall always brings a flood of apprenticeship programs and 2024 was no different. From September to November the Courtenay campus has hosted 3 levels of Plumbing apprenticeships and 5 cohorts of Carpentry apprenticeships. In Campbell River Jaylene van der Merwe guided 13 of her students through Automotive Service Technician Apprenticeship Level 2, Electrical instructors were kept out of trouble with 5 cohorts of apprenticeships from levels 1 to 4 and in addition to Welding Foundation, instructor Colin Ralph took on 6 Welding Apprentices in Level 3 and one in "B" Level giving them all their Red Seal certifications once they have written their SkilledTradesBC exams – and he has more apprentices lined up as the Welding Apprenticeships are "Continuous Entry". Heavy Mechanical had a cohort of level 2 and 3 and Professional Cook Level 1 and the new Culinary Diploma students joined Chef Jonathan Frazier in the kitchen. Chef Xavier took over the second term of the winter 2024 Culinary Diploma students in September and after finding their groove had a very popular and successful Bistro opening for Fall.

We would be remiss if we did not include the Coastal Forest Worker Certificate and Coastal Forest Technology Diploma programs. The certificate students will finish in December while the Diploma students 1st and 2nd year will continue on into 2025. Lead instructor Matt Neuwirth follows below with an update!

All in all, Trades and Technical, once again, came through with an outstanding line up. To put it in perspective that is 15 foundation and certificate/diploma programs and 19 apprenticeship cohorts. Scheduling and delivery does not just happen. It takes a lot of hard work and planning, not to mention the dedication, determination and tireless hours put in by the Dean of the Faculty of Trades and Technical programs and the staunch commitment of our incredible instructors.

Who wants a visual??? This really drives it home:

PROGRAM MIX*



This is even more impressive when we take into account the *Annual Top Up* of funding from SkilledTradesBC has been significantly reduced this year impacting our financial capacity to address student waitlists.

In the World of Forestry...

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

“The Coastal Forestry Department has continued to build on its dynamic educational offerings and industry partnerships, enhancing our students' learning experiences. We have established an active partnership with the Canadian Institute of Forestry - Vancouver Island Section (CIF-VI Section) to provide our students with access to a mentorship program, originally piloted with Vancouver Island University Forestry Program and CIF-VI. Several of our students have eagerly signed up to participate in this program, which connects them with experienced industry professionals as mentors. This opportunity allows students to gain invaluable insights into their future careers, and the mentorship program includes weekend field trips throughout the year. These trips facilitate networking between students and mentors in an engaging, outdoor learning environment that further develops their industry knowledge and skills.”

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

Yes, we have Micro-Credentials!

Further building on the Micro-credential front to link with Forestry and Natural Resources we currently have a *distance learning* Timber Cruising 1 that started in October and runs through to February 2025. We also added Drone to Map GIS, EOS Arrow GPS & Field Maps and Fundamentals of GIS all scheduled to start up in February.

And Who Doesn't Love Seaweed?

Before we dive in, please let us introduce you to Paris Gaudet. Paris joined the Trades and Technical team as our new program officer and brings with her a wealth of knowledge from over ten years of working in and collaborating with the Tech and Innovation Sector. Her energy is infectious, and she is able to mobilize and lead people to a common vision through creativity and strong business communication and interpersonal skills. Paris hit the ground running and hasn't stopped! Her micro-credentials program was a massive undertaking in research, strategy and the execution of what she has now brought to the table.

Seaweed Micro-Credential Program

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

Trades and Technical Programs has worked closely with the Pacific Seaweed Industry Association to engage with seaweed industry experts throughout BC, Canada and globally. These collaborative engagement sessions with subject matter experts have informed the curriculum content to ensure relevancy and alignment with industry standards. Industry subject matter experts providing content and instruction include:

- Logan Zeinert, Research, CARTI
- Ranah Chavoshi, Co-Founder, Phyco
- Jordan Hawkswell, Researcher, Pacific Seaweed Industry Association
- Spencer Serin, Biologist and Research, CEO, Spoitiz Enterprises Inc.
- Adrien Stewart, former CPA with MNP
- Brant Chlebowski, Founder, California Seaweed
- Tom Campbell, President and CEO, West Coast Kelp

The stackable micro-credentials encompass theoretical and applied curricula with specialized instruction in product and site planning; site selection, set-up, operations, and management; environmental and regulatory requirements; market development; sustainable product cultivation, grow-out, and harvesting; packaging and commercialization; and business sustainability. The micro-credential provides students with a blend of online theory and applied field studies to prepare for employment in the seaweed production sector. Theoretical competencies will be assessed through a variety of individual and group learning exercises, assignments, and presentations to demonstrate industry-required competencies. Applied learning will provide a blend of opportunities to present competency development toward mastery through field study

exercises, practical assignments, and projects. Each micro-credential will include a lesson plan, course content, interactive lessons, labs, assessments and where possible instructional videos.

The courses included in this innovative micro-credential program include:

SWP 010 – Introduction to Seaweed

SWP 015 – Seaweed Product and Site Planning

SWP 020 – Seaweed Production, Environmental, and Regulatory Requirements

SWP 025 – Seaweed Site Operations and Management

SWP 030 – Seaweed Grow-out and Traditional Practices

SWP 035 – Seaweed Harvesting, Processing and Packaging

SWP 040 – Seaweed Business Practices and Commercialization

For the pilot program, students will complete all seven introductory micro-credential courses. The program will be delivered in person at the Campbell River campus January 6 through to March 14, 2025. Upon completion, students will receive a Seaweed Production and Processing Statement of Completion.

Motion Picture Micro-Credential

This term we offered one program within our Motion Picture Training: Production Accounting Clerk. 16 lucky students have the opportunity to learn all about accounting fundamentals for film production in preparation for work in the accounting office. This program was funded by Infilm (Vancouver Island North Film Commission).

Little Change to the Electrical Line-Up

From David Johns: I recently transitioned from my role as a faculty member delivering electrical apprenticeship programming to a position in the Center for Teaching and Learning Innovation (CTLI) under the direction of Dr. Liesel Knaack. With a primary focus on trades programs, I have been working to engage faculty across our three major campuses quickly and weekly to provide awareness of the CTLI, up-and-coming resources, educational opportunities and each other. Within this weekly newsletter are interesting items pertaining to trades training, and a trades faculty bio that helps bring awareness to who teaches what, and where. Through this initiative, it is hoped that further communication and familiarity with others will slowly develop across our college trades community where sharing of teaching ideas and approaches becomes the norm.

Enter Chris Dvorak! After having spent many years at SAIT (MacPhail School of Energy) Chris crossed the mountains heading west where his journey ended on the coast of Vancouver Island to find North Island College welcoming his expertise! A Master Electrician and a Red Seal Certified instructor, who also sports a degree in Kinesiology, his impressive resume led us to only one conclusion...we had to have him! Chris has spent time as an Academic Chair at the Southern Alberta Institute of Technology where he provided leadership for MacPhail's Apprenticeship Programs developing and maintaining a positive and strong learning environment with strategies and goals to promote continuous improvement and opportunities for faculty.

Striving for Excellence!

Carpentry instructor, Erik Hardin, has also stepped out of his instructional duties for the Fall as he sets his sights on the following priorities:

Final Steps for Carpentry Harmonization Mandate: For 10 years, I have contributed to national and provincial program outlines, Red Seal examination development, and learning resource creation, writing and review, Standard level exam review and rewrite, harmonization of the carpentry program, and many other projects, through my role as Chair of the Articulation committee.

I am now working on the final stage of this process. October and November, I have been in Richmond at the SkilledTradesBC head office. We are editing, reviewing, and rewriting Standard level exams for years 1,2, and 3 Carpentry apprenticeships. I have been brought on as the subject matter expert and representative of the carpentry instructors. My involvement in rewriting the 2024 Harmonized Program outline for carpentry has helped STBC maintain a smooth transition to the new Standard level exams.

I have also been working on establishing and formalizing a sustainable model for PAC tables, liaising with faculty, sponsors, and industry regarding the potential of collaborative applied skills initiatives with the aim of involving multiple trades and, thus, multiple students and instructors, while also engaging with NIC Community, Indigenous Education Committee table, Nations and Community re: core programming in the community.

Instructor Nick Charette and I have developed an initial agenda for the Program Advisory Committee groups for Carpentry and Plumbing and we will give a reintroduction to the programs with an open, but guided, discussion giving voice to concerns from industry regarding apprenticeship training, foundations, working with STBC and NIC. Our SkilledTradesBC representative, Tawni Wilkins, will also have a seat at the table to give a presentation to both PAC groups.

Also included on the “to-do list” are Program Review for Carpentry and Plumbing, Apprenticeship Level exam results and curricula considerations as well as on-going Professional Development for Trades and Technical Programs Faculty.

To fill the void left by Erik’s absence we have brought Mike Androschuk on board to work alongside veteran Carpentry instructor, Rob Laird. (You’ll never guess where he’s from!) Mike is a Master Instructor and Red Seal Carpenter from the Northern Alberta Institute of Technology who specialized in Mill Work and Carpentry. He has also volunteered with Skills Canada for 9 years training competitors, setting up competitions and judging competitions provincially and nationally. Mike is currently teaching the Level 1 Apprenticeship at the Courtenay campus which will be completed on December 13th. BUT WAIT...Mike will be extending his talents in January to fill the Coordinator Role for the Faculty of Trades and Technical programs. His experience with Program Advisory Committees, working with government, industry and apprenticeships to develop outlines, outcomes and schedules will all be relevant to his success in this new role.

We Have One More Addition To the Faculty of Trades and Technical Programs Team and It's a Doozy!

Spoiler Alert! There is no one left in Alberta.

We have filled the Associate Dean position with an excellent candidate who brings 19 years of extensive knowledge and skill from the Northern Alberta Institute of Technology! Eight of those years served as Department Head of Manufacturing Fabrication and Maintenance. Please welcome Chris Manning.

In addition to a Red Seal Welding certification, Chris' role as Department Head has refined his proficiency and expertise in departmental operations, budget creation and management, and working closely with Academic Program Leaders to establish, foster and maintain relationships with industry members and associations to implement effective strategies to drive industry and youth engagement initiatives. He has utilized that experience to collaborate with faculty and staff to enhance academic programming while coaching and mentoring faculty providing constructive feedback and support along with coordinating professional development opportunities.

With a strong commitment to Academic excellence and dedication to leveraging his abilities to contribute to the growth and success of an institution, we are excited to have Chris step into the Associate Dean position knowing he will have a meaningful and positive impact to the Faculty of Trades and Technical Programs.

Boom!

OFFICE OF GLOBAL ENGAGEMENT

Fall 2024 Orientation

Submitted by Mike Hillian, Global Engagement Liaison

The Office of Global Engagement welcomed approximately 160 new international students to NIC for Fall 2024 semester – 115 in the Comox Valley, 30 in Campbell River and 15 in Port Alberni. New students joined us from Brazil, Chile, China, Ghana, Great Britain, Hong Kong, India, Israel, Ivory Coast, Japan, Kenya, Nepal, Peru, Philippines, Russia, South Korea, Sri Lanka, United States, Vietnam, Yemen and Zimbabwe.



International Education Week

Submitted by Angie Price, Manager, Student Services

On Nov 18th, OGE celebrated International Education Week at the Port Alberni Campus. Elders Marie Samuel and Gloria Rush from Uchucklesaht First Nation were invited to share language and stories with Early Childhood Care and Education students. The students really appreciated hearing the stories and had fun repeating many words in the Nuu-cha-nulth language. We finished the gathering with a beautiful song shared by Gloria.



International Recruitment

Submitted by Junko Leclair, Manager, International Enrollment & Recruitment

International recruitment engages virtually and in-person with prospective students and agents around the world, and this fall we had continuing presence in following countries and more: Morocco, Tunisia, Cameroon, Kenya, Uganda, Zimbabwe, Peru, Colombia, Mexico, Costa Rica, Brazil, Japan, Vietnam, Philippines, Pakistan, India, Nepal, Sri Lanka, UAE and Qatar. Despite the challenges with recent IRCC policy changes we continue our outreach to ensure that NIC brand remains familiar in the market and to inform the public with correct and relevant information about study in Canada.



New Funding

Submitted by Romana Pasca, Manager, International Projects, Partnerships & Global Education

Queen Elizabeth Scholars Program: NIC has secured a \$300,000 CAD grant supporting international student exchanges and collaborative research with partners in New Zealand and Mexico over the next three years.

Canadian International Development Scholarships (BCDI 2030) Program: NIC is involved in two of the 25 projects approved in Canada, securing \$500,000 over three years. This funding will bring students from Cameroon and Tanzania on fully funded one-year scholarships for targeted skills training. NIC will collaborate with Nova Scotia Community College, Camosun College, and partner institutions in Cameroon and Tanzania.

Student Mobility

Submitted by Romana Pasca, Manager, International Projects, Partnerships & Global Education

Exchange

One BBA student is completing a year-long exchange at USMB in France as part of the BBA Double Degree program. In September 2024, NIC has welcomed four international students from Mexico, Belgium, and Ghana.

Field Schools

Leveraging the remaining Global Skills Opportunity funds, ending March 31, 2025, OGE is partnering with departments and community groups to implement various field school activities in Winter and Spring 2025.

ECE Field School (New Zealand, February 2025): In partnership with Northern Lights College, Coast Mountain College, Aurora College, and New Zealand's Te Rito Maioha & Te Whare Wananga o Awanuiarangi, this program will send 16 Indigenous ECE students, 4 faculty, and 1 Elder.

Rural Indigenous Teacher Pathway (January 2025): Collaborating with VIU, Maui Community College, and the Nuu-Chah-Nulth Tribal Council, this field school focuses on Indigenous educational pathways and language revitalization, involving 17 students, 25 family members, 4 VIU instructors, 2 NIC instructors/admin, and 1 NTC representative.

Indigenous Language Revitalization Field School (Costa Rica, March 2025): Conducted with Nova Scotia Community College, Northern Lights College, and Coast Mountain College, involving 14 Indigenous students and 4 Indigenous instructors.

Projects

Submitted by Romana Pasca, Manager, International Projects, Partnerships & Global Education

Collaborative Online Indigenous Intercultural Learning – CO[I]IL: NIC is participating in an online project, bringing together students from Kapi'olani Community College (Hawaii), Colima University (Mexico), and NIC to explore Indigenous environmental and sustainability practices through online co-teaching and learning. The project includes also a mobility component, with students traveling to Kapi'olani in February 2025. The physical mobility component is funded by the **100,000 Strong in the Americas Innovation Fund**.

Staff & Faculty Mobility

Submitted by Romana Pasca, Manager, International Projects, Partnerships & Global Education

Leave for Change Program - WUSC

Danielle Hoogland, Community Engagement Liaison, spent two months in Jordan working with an organization as an Outreach Officer.

Faculty Mobility Program

Natalie Deveau has received \$7000CAD from Global Affairs Canada to work on a 3 week project on Prior Learning Assessment in collaboration with Universidad Politecnica de Santa Rosa de Jauregui, Queretaro, Mexico.

Professional Development

Wilma Gus, Indigenous faculty is completing a one-month collaboration at the Te Whare Wananga o Awanuiarangi, Whakatane in New Zealand.

Events

Submitted by Romana Pasca, Manager, International Projects, Partnerships & Global Education

Indigenous Speaker Series

OIE and OGE are launching an [Indigenous Speaker Series](#) at the Campbell River Campus, starting November 28 with Chief Janice George of the Skwxwú7mesh (Squamish) Nation. Aligned with the Working Together and Journeying Together plans, the series weaves Indigenization and internationalization as NIC's commitment to becoming a truly Indigenous-serving institution. This initiative aims to connect staff, faculty, students, and the broader community.

CICAN Indigenous Symposium

In October, OGE and OIE participated in two presentations at CICAN's National Indigenous Symposium in Halifax with a focus Collaborative Online Indigenous Intercultural Learning (COIIL) and Indigenizing international student mobility.



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