

NORTH ISLAND COLLEGE



**NORTH ISLAND COLLEGE**  
Port Alberni Campus  
Master Plan

**2023**



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## **Territory Acknowledgement**

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



CENTRAL WING

# GENERAL ACKNOWLEDGEMENTS

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

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

## Special thanks to:

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

## Photo credits:

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



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# EXECUTIVE SUMMARY

## Shared Vision for Port Alberni Campus

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

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

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

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

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

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

## Plan Purpose and Engagement Process

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

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

## Guiding Principles, Site Development Program and Campus Concept Plan

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

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



Image 1: North Island College Port Alberni Campus

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

### Key Priorities and Recommendations

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

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

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

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

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

NORTH ISLAND COLLEGE

**P** Visitor Parking

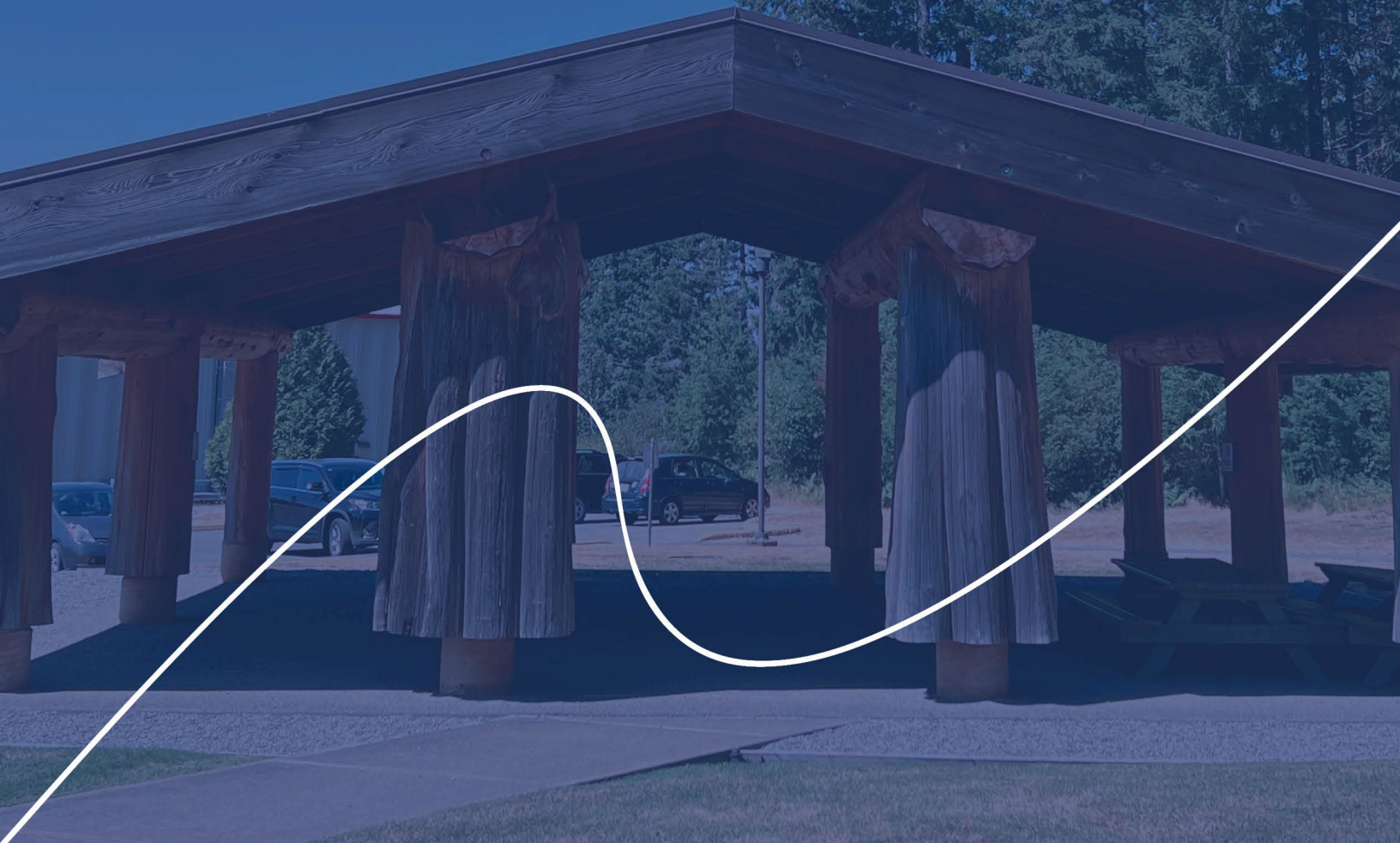


Deliveries / Loading Dock



# SECTION 1

## Introduction



# 1 INTRODUCTION

Founded in 1975 as a distance education institution serving inhabitants of remote logging camps and coastal communities through 24 learning centres, today North Island College (NIC) is a comprehensive community college which serves the people and communities across approximately 80,000 km<sup>2</sup> of Vancouver Island and parts of the B.C. Central Coast, from Bamfield to Bella Coola. With a regional population of 169,000, NIC’s four campuses (Comox Valley, Campbell River, M̓ixalakwila and Port Alberni) and Ucluelet Centre serve the largest population of all B.C. rural colleges.

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

## 1.1 Port Alberni Campus at a Glance

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

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

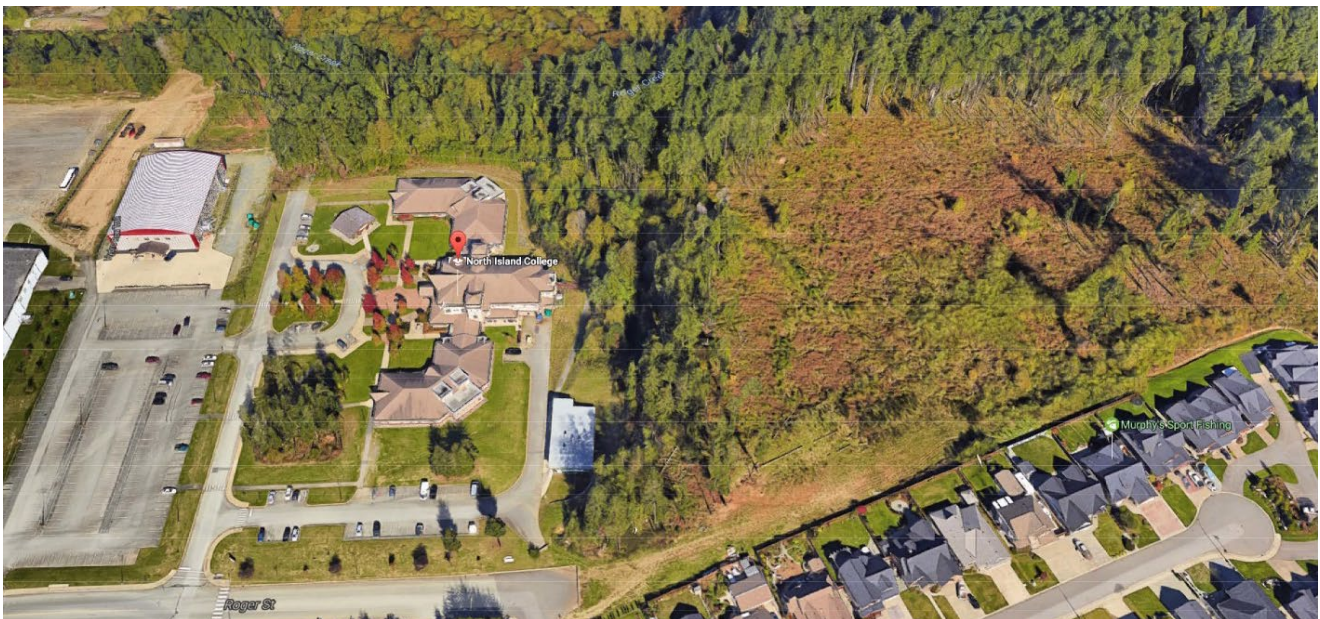


Image 2: Aerial view of the Port Alberni Campus (north at top)

*Table 1. Port Alberni Campus Building Addresses*

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

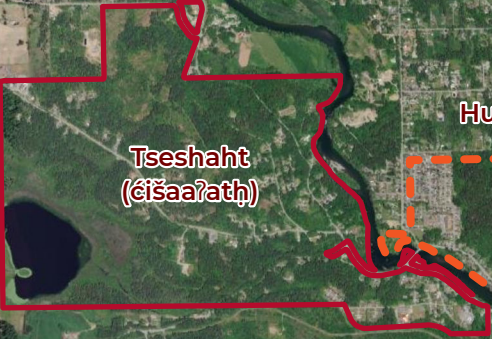
During the 2021/222 academic year, 592 students attended classes in at NIC’s Port Alberni campus. The North, Centre and South Wings of the existing academic facility have classrooms programmed for nursing, early childhood care and education, university transfer classes and more, along with the bookstore and library. The campus is also home to the Culinary Arts Building and program, home of the Roger Street Bistro - open to the public for lunch daily.

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



North Island College  
Tebo Vocational Centre

Hupačasath



Tseshahṭ  
(čičaaʔath)

North Island College  
Port Alberni Campus

City of Port Alberni



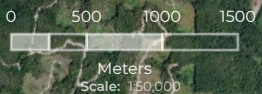
Tseshahṭ  
(čičaaʔath)

NORTH ISLAND COLLEGE



**NIC**

NORTH ISLAND COLLEGE  
Campus Master Plan  
Regional Context Map





## 1.2 Tebo Vocational Centre

Along with the main campus on Roger Street, NIC has leased and operated the 1,960m<sup>2</sup> Tebo Vocational Centre (Tebo) from the City of Port Alberni for over 35 years. The facility is located north of Roger Creek on Tebo Avenue and provides shops and equipment for Trades training students, including:

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

For the 2021/22 academic years, there were 64 Trades Foundation students and apprenticeship students at Tebo, in addition to 12 employees.

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

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

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

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

## 1.2.1 Proposed Trades Facility at Port Alberni Campus

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

BC 's Labour Market Outlook (2021 Edition) anticipates 85,000 job openings in the skilled trades over the next 10 years. Large infrastructure projects in the region, such as the Port Authority, rely heavily on skilled trades people. Work-integrated learning and internship opportunities connect students with industry partners to support transition into the local labour market.



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

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

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



## **SECTION 2**

# Plan Purpose & Process

## 2 PLAN PURPOSE & PROCESS

### 2.1 Purpose of the Campus Master Plan

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

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

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

### 2.2 Reasons for the Plan Update

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

Additionally, the 2003 plan:

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

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

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

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

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

## 2.3 Community Partnerships

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

### 2.3.1 First Nations – Tseshaht and Hupačasath

North Island College values its ongoing and mutually respectful relationship with our local Indigenous partners in Port Alberni, including Hupačasath First Nation<sup>2</sup> and Tseshaht [cīśaaʔatḥ] First Nation.<sup>3</sup> We recognize the land rights, oral and scholarly history of Hupačasath, Tseshaht and other Nuuchahnulth<sup>4</sup> [nuučaan'uulʔatḥ nismā] nations across west-central Vancouver Island, who share territory, culture, language and values.



*Image 4: Outdoor Indigenous Gathering Place (2012)*

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

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

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<sup>2</sup> <https://www.hupacasath.ca>

<sup>3</sup> <https://tseshaht.com/>

<sup>4</sup> <https://nuuchahnulth.org/>

- Indigenous education programming informed by Elders-in-Residence, communities and the West Coast Regional Advisory Committee, a regional arm of NIC's Indigenous Education Council<sup>5</sup>.

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

### 2.3.2 City of Port Alberni

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

#### 2023 Official Community Plan Update:

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

### 2.3.3 Alberni Valley Learning Council

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

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

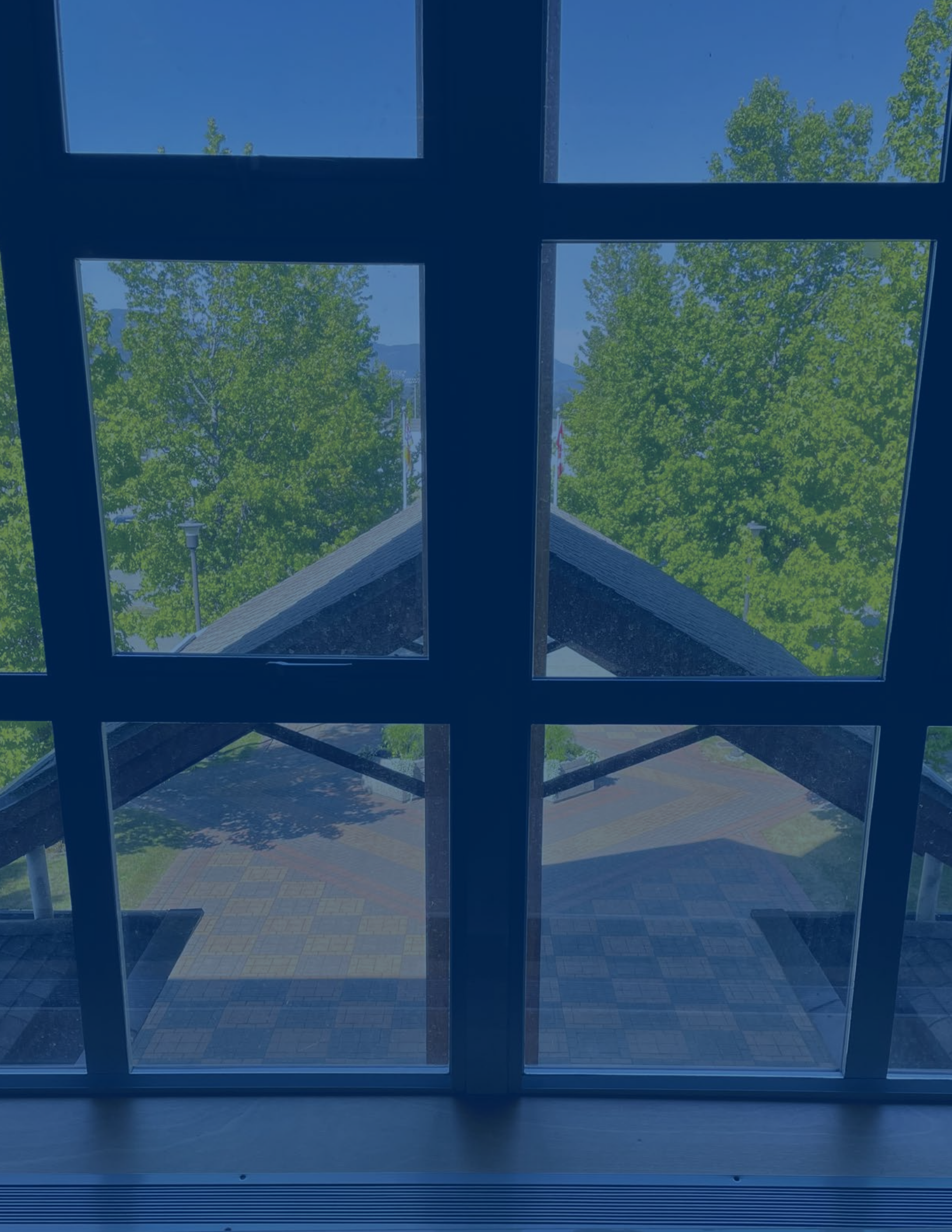
### **2.3.4 School District 70**

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

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

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







**SECTION 3**

Campus History  
& Site Context

## 3 CAMPUS HISTORY & SITE CONTEXT

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

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

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

For example, based on Hupačasat's Interactive Places and Language Map<sup>6</sup>, Roger Creek (shown in the photo below) flows along the northern edge of NIC's Port Alberni campus, is called *m̓aat-sit* in Nuučaan̓uł, which translates as "cold water". Formerly, there were fish weirs at the mouth of Roger Creek at the Somass River used to trap the Coho and Chum salmon that travelled up the creek. Roger Creek runs along the north edge of Port Alberni campus, less than 2 kilometers from the mouth of the Somass.

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

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



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

### **3.2 Building a Campus in Port Alberni**

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

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

### 3.3 Edge Interface Conditions

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

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

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

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

### 3.4 Property Boundary and Legal Aspects

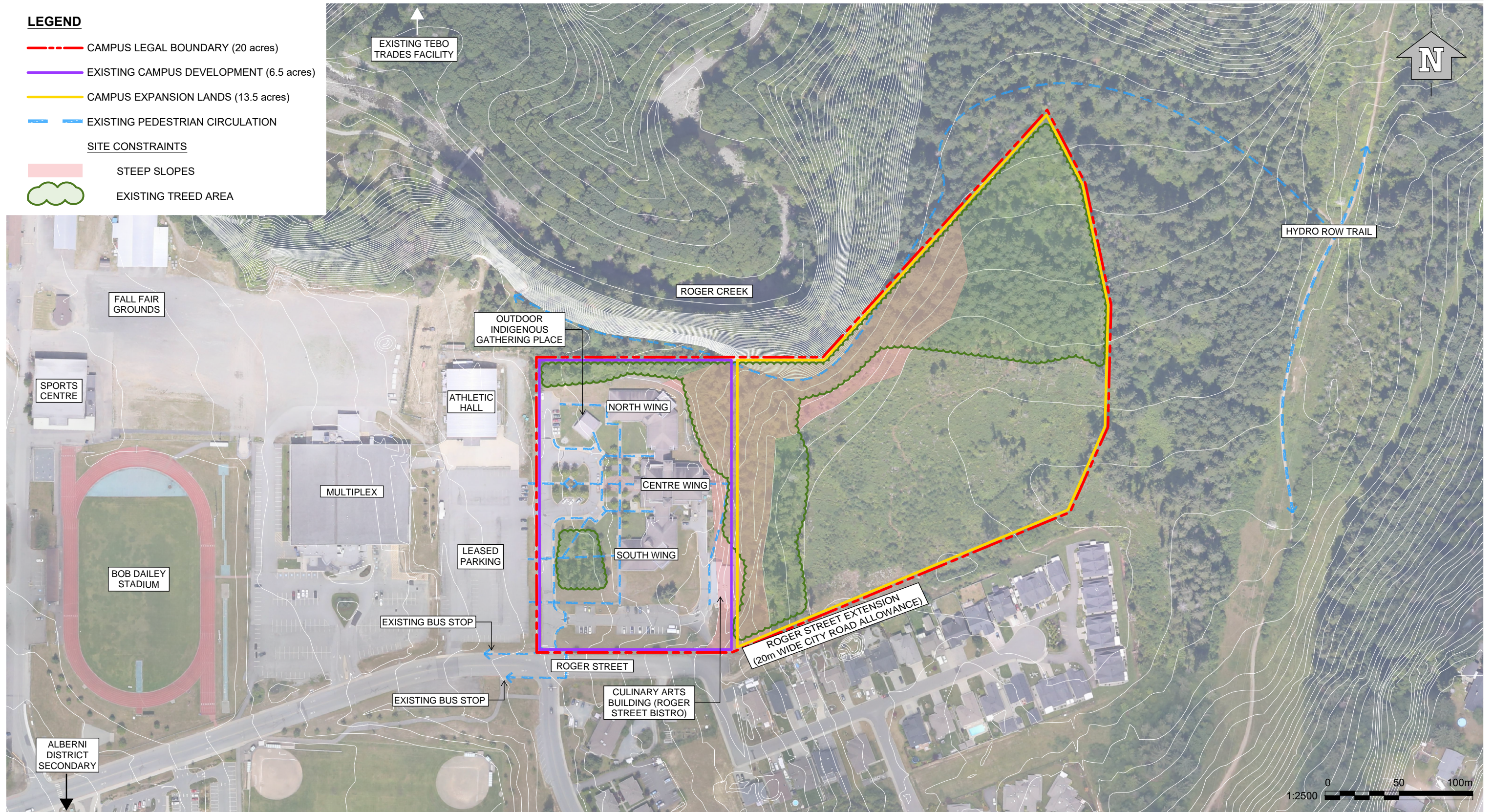
The Port Alberni campus is located on a single ~20-acre legal parcel owned by North Island College. The western-most 6.5 acres contain the existing campus buildings/structures, while the eastern 13.5 acres are currently undeveloped. As mentioned previously, NIC leases the adjacent parking lot directly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

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

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

**LEGEND**

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



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### 3.5 Applicable Land Use Regulations

#### 3.5.1 Zoning

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

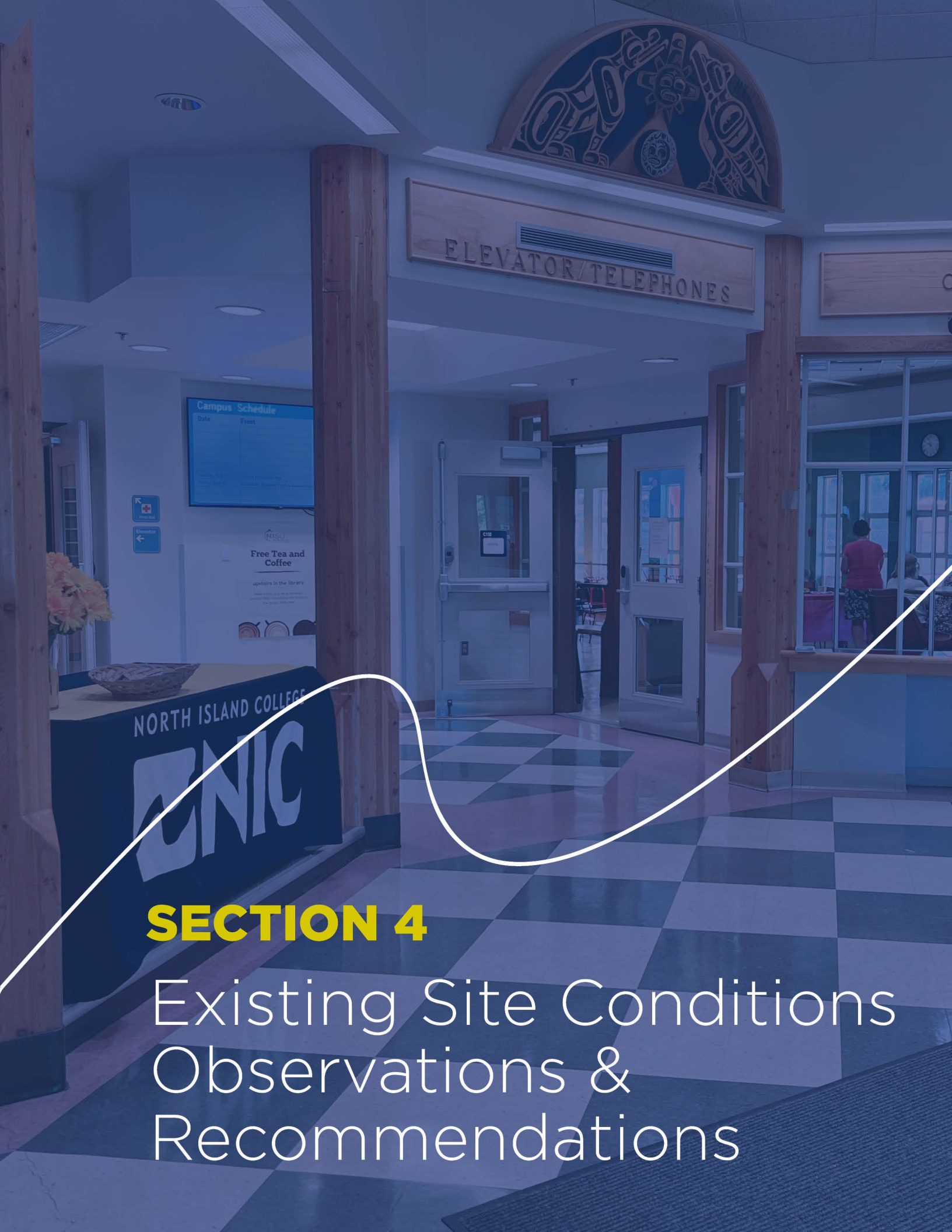
- Ambulance Station
- Assembly, cultural or recreational
- Childcare Centre
- Dormitory
- Hospital
- Medical Service
- Parking Lot
- Place of Worship
- Pound
- Supportive Housing
- Tutoring Service
- Arena
- Facility
- Community Care Facility
- Firehall
- Hostel
- Office
- Personal Service
- Police Station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

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

\*Refer to Bylaw for accessory uses and associated conditions.

#### 3.5.2 Parking

- Requires 1 parking stall per employee and 1 stall per 5 students for Community Colleges.
- Off-street Loading Spaces:
  - One (1) loading space for each 3,000m<sup>2</sup> of gross floor area is required.
- Accessible Parking:
  - One (1) handicapped parking space for the first twenty (20) required off-street parking spaces; and
  - One (1) handicapped parking space for each additional fifty (50) required off-street parking spaces or portion thereof.



## SECTION 4

Existing Site Conditions  
Observations &  
Recommendations

## 4 EXISTING SITE CONDITIONS: OBSERVATIONS & RECOMMENDATIONS

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

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

### 4.1 Campus Gateway and Multi-Modal Connections

#### 4.1.1 Entry Gateway / Presence

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

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

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



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

### 4.1.3 Bus Transit & HandyDART

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

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

#### **4.1.4 Vehicle, Emergency and Service Access**

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

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

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

## **4.2 Environment**

### **4.2.1 Existing Vegetation - “Campus in the Forest”**

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



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

#### **4.2.2 Aspect, Topography and Drainage**

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

### 4.2.3 Outdoor Space

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

## 4.3 Buildings and Outdoor Amenities

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

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



*Image 7: Southeast view of campus from the Cafeteria courtyard*

### **4.3.2 Outdoor Indigenous Gathering Place: 2010**

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

### **4.3.3 Culinary Arts Building - Roger Street Bistro: 2012**

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

### 4.4 Parking, Loading and Circulation

The existing parking supply on campus is shown in **Table 2** and **Figure 3**, along with a brief utilization summary below. Operationally, the current capacity (on and off campus) is adequate for the demand, and no major issues have been identified by staff.

*Table 2. Existing Parking Supply Summary*

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

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



Figure 3. Existing Parking Supply

- **Student and Visitor Parking (A)**

- Separate legal parcel leased from the City of Port Alberni and shared with the Alberni Athletic Hall (extents of leased area shown in dashed yellow).
- Most students drive to campus, so this lot is well utilized and can become full at times. Utilization varies depending on seasonal program offerings.
- 60-70% full during weekdays with Fridays being the least busy.
- To ensure adequate on-campus parking supply in the future (should the City change their plans for the leased site), parking supply needs and capacity will be explored when considering campus expansion to the east.

- **Staff Parking Lots (B & C)**

- Approximately 25 staff park in lots B and C daily (8 in the north lot and the remainder in the south lot).
- 70-80% full during weekdays.

- **Short term/ Accessible Parking (D)**

- Four (4) accessible parking spaces and two (2) Electric Vehicle (EV) parking spaces are provided at the front entry drop-off.
- This is a busy lot used by students and community members.
- 50-60% full during weekdays.

## 4.5 Site Services & Utilities

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

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

### 4.5.1 Water, Storm and Sanitary

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

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

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

#### Emergency Services:

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

#### Irrigation:

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

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



*Image 8: North Island College Port Alberni Campus*



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

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

#### **4.5.2 Soil Conditions / Geotechnical Info**

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

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





**SECTION 5**

Campus &  
Community Engagement

# 5 CAMPUS AND COMMUNITY ENGAGEMENT

## 5.1 Planning & Engagement Approach

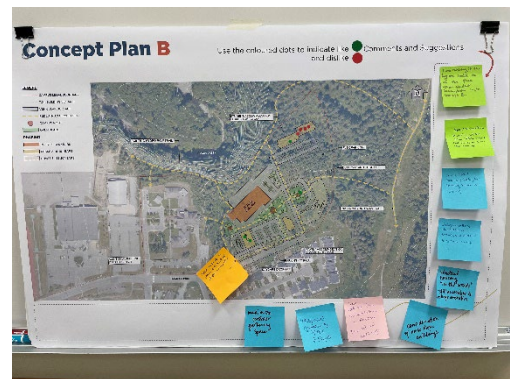
As part of the Campus Master Plan update, NIC’s project and administrative teams organized a number of engagement events throughout 2022 to inform and collaborate with NIC staff, faculty, students, as well as community members and partners. The engagement sessions were crafted to enable members from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

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

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



Image 10: Open House #2





## 5.2 What We Heard: Open House Feedback and Themes

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

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

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



**Indigenous  
Representation**



**Campus  
Connectivity**



**Campus User  
Experience**



**Student and  
Campus User  
Wellbeing**

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



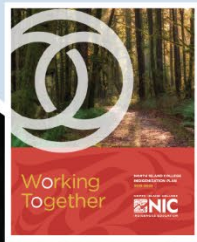
**SECTION 6**

Campus Vision & Guiding Principles

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

**NIC Staff,  
Faculty,  
and Students**

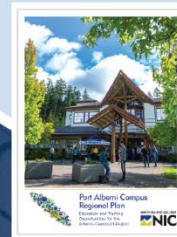
Working  
Together  
**Indigenization  
Plan**



Port Alberni  
**Campus  
Master  
Plan**



Port Alberni  
Campus  
**Regional Plan**



Build 2026  
**Strategic Plan**



**Community  
Members  
&  
Partners**

# Campus Master Plan Building Blocks



# 6 CAMPUS VISION AND GUIDING PRINCIPLES

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

## 6.1 Alignment with Guiding Institutional Documents

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

*Table 3: Alignment with Institutional Documents*

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

**BUILD NIC 2026 STRATEGIC PLAN**

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

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

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

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

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

**REGIONAL CAMPUS PLAN**

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

- Community & Partner Engagement

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



## **Vision for Port Alberni Campus**

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

## 6.2 Guiding Principles & Objectives:





## Campus Consolidation & Growth

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



## Reconciliation & Indigenization

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



## Accessibility for All Ages & Abilities

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

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



## Sustainability Leadership

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



## Community & Partner Engagement

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



## Quality of Campus Life

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



## Increased Campus Presence

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



## Quality Open Space

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



## Enhanced Multi-modal Transportation

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



## Facilitating Education

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





**SECTION 7**

Site Development  
Program

# 7 SITE DEVELOPMENT PROGRAM

## 7.1 Process & Driving Factors

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

### 2003 NIC Campus Master Plan

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

### Existing NIC Strategic Documents

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

### Port Alberni Bylaw 4832

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

### Existing Site Conditions

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

### Curriculum Trends

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

### Local Economy

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

### **Direct Input from NIC Leadership, Education and Operations**

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

### **Campus, Community and Partner Engagement**

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

### **Future Campus Vision and Guiding Principles**

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

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

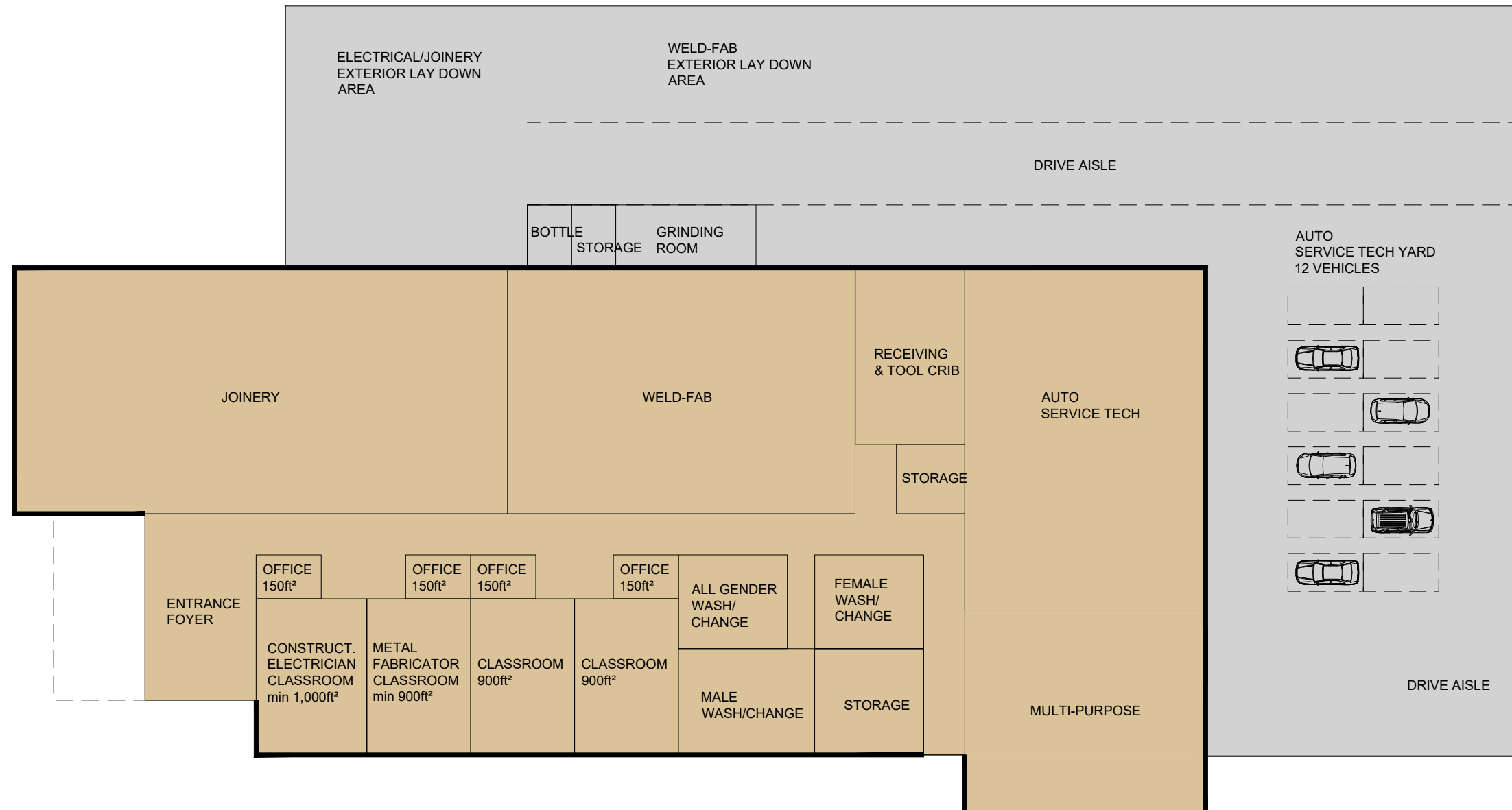
## 7.2 Future Program Elements

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

### Trades Building

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

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



GROSS FLOOR AREA  
2,950m<sup>2</sup> (32,750 ft<sup>2</sup>)

# TRADES BUILDING - SPACE & SITE PLANNING DRAFT

NIC PORT ALBERNI CAMPUS  
OCTOBER 24, 2022

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**RANGE**  
ARCHITECTURE

**A1**

### Childcare

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

### Student Housing and Family Housing

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

### Indigenous Indoor Gathering Place

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

### Parking and Improved Transit Infrastructure

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

### Open Space and Nodes

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

## Trail Connections

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

### 7.3 Proposed Building Sizes & Assumptions

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

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

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

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

Table 4. Proposed Building Requirements

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



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

*Table 5. Proposed Building Footprints*

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

## 7.4 Planning/Concept Strategy

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

### Campus Consolidation and Growth

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

### Reconciliation & Indigenization

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

### Accessibility for All Ages and Abilities

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

### Sustainability Leadership

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

### Community & Partner Engagement

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

### Quality of Campus Life

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

### Increase Campus Presence

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

### Quality Open Space

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

### Enhanced Multi-modal Transportation

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

### Facilitating Education

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

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

## 7.5 Existing Campus Land Opportunities

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

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

## 7.6 Other Opportunities

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

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

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



## SECTION 8

# Future Campus Concept Plan



## 8 FUTURE CAMPUS CONCEPT PLAN

### 8.1 Existing Conditions Influencing Design

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

### 8.2 Image And Building Design

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

### 8.3 Site Development

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

## 8.3.1 Themes

### Community

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

### Circulation

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

### Campus Priorities

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



## 8.3.2 Buildings and Parking

### Trades Building

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

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

### Indigenous Gathering Place

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

### Childcare & Outdoor Space

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

### Student & Family Housing

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

### Central Parking Lot

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

### Central Quad

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

### “Future Development Opportunity” Lands

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

## 8.3.3 Campus Circulation

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### Pedestrian

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

### Cycling

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

## Public Transit

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

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

## Vehicular Circulation & Parking

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

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

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

**Current Parking Demands**

Table 6. Current Parking Demands

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

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

**Based on Current Parking Utilization** (shown in Section 4)

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

**Total Parking Currently Provided:**

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

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

**8.3.4 Landscape**

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

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

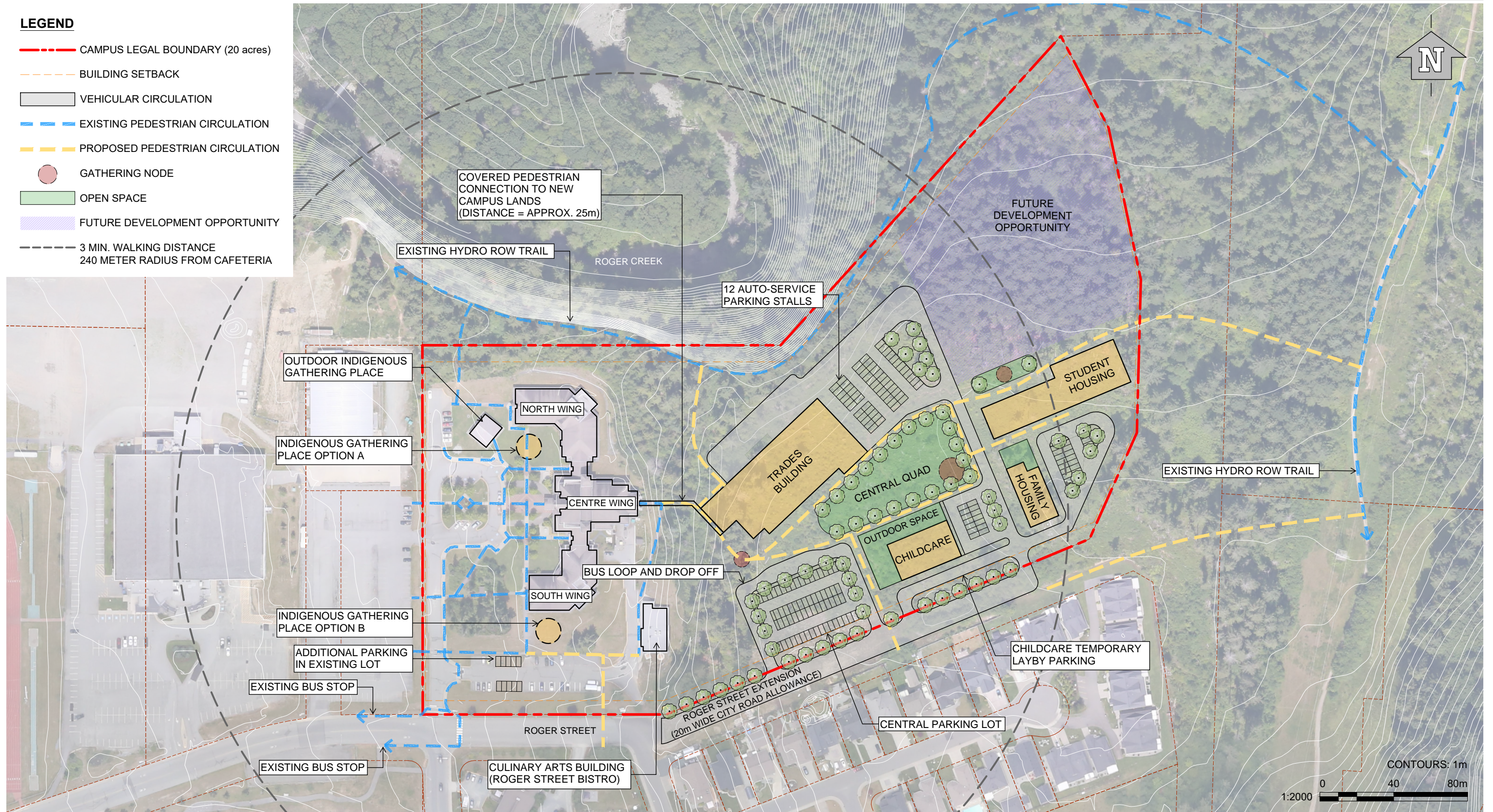
- Ensure planting of trees and shrubs are selected and located with Crime Prevention Through Environmental Design (CPTED) in mind. These strategies aim to reduce victimization, deter offender decisions that precede criminal acts, and build a sense of community among inhabitants so they can gain territorial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

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

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

**LEGEND**

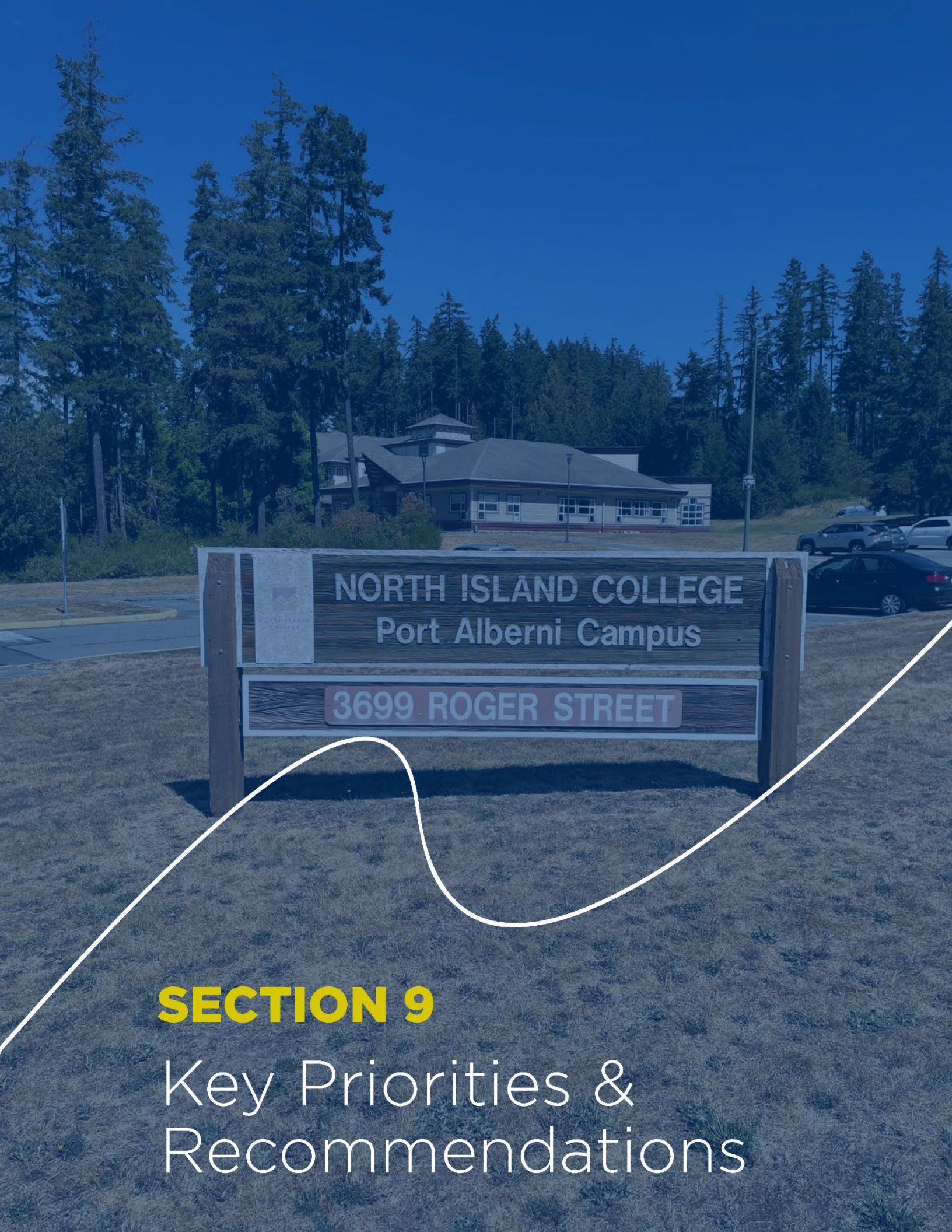
- - - CAMPUS LEGAL BOUNDARY (20 acres)
- - - BUILDING SETBACK
- VEHICULAR CIRCULATION
- - - EXISTING PEDESTRIAN CIRCULATION
- - - PROPOSED PEDESTRIAN CIRCULATION
- GATHERING NODE
- OPEN SPACE
- FUTURE DEVELOPMENT OPPORTUNITY
- - - 3 MIN. WALKING DISTANCE  
240 METER RADIUS FROM CAFETERIA



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



NORTH ISLAND COLLEGE  
Port Alberni Campus

3699 ROGER STREET

## **SECTION 9**

Key Priorities &  
Recommendations

## 9 KEY PRIORITIES & RECOMMENDATIONS

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

### 9.1 Priorities and Recommendations for Campus Expansion Lands

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



## 9.2 Short-Term Priorities and Recommendations for Existing Campus

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





**SECTION 10**

Project Scope & Plan  
Limitations

## 10 PROJECT SCOPE & PLAN LIMITATIONS

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

# **APPENDIX A**

## Engagement Summary



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## 1.0 INTRODUCTION

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

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

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

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

## 2.0 ENGAGEMENT OBJECTIVES

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

### **Engagement Objectives:**

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

## 3.0 ENGAGEMENT PROCESS

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

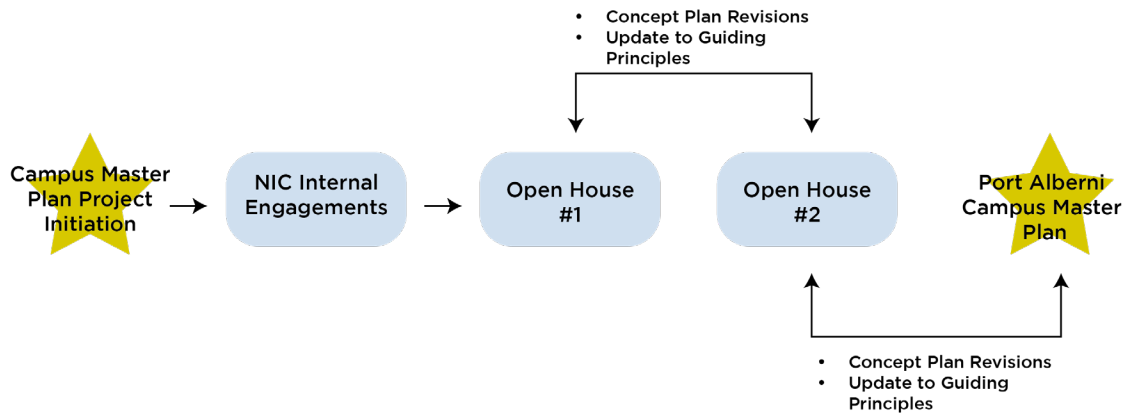


Figure 1: Engagement Process

### 3.1 INTERNAL WORKING GROUPS

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

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

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

### 3.2 MEETING WITH THE CITY OF PORT ALBERNI

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

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

### 3.3 OPEN HOUSES

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

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

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



## **Open House #1: Faculty, Staff and Students**

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

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

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

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

## **Open House #2 - Community and Partners**

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

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

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

## 4.0 WHAT WE HEARD

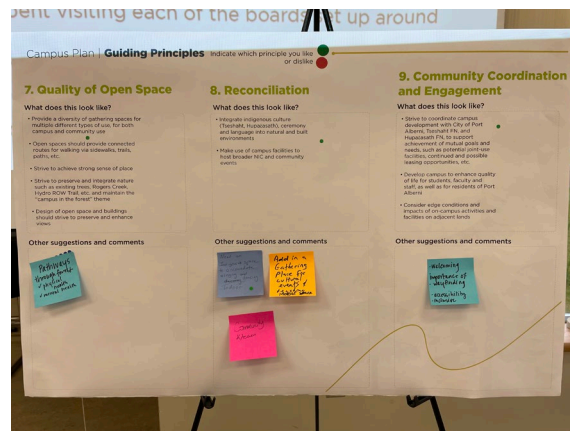
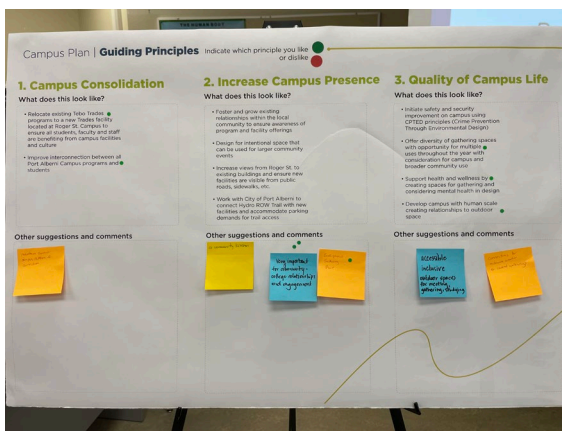
The following section outlines the feedback and themes heard at the Open Houses and the resulting rationale behind the proposed revisions to the Guiding Principles and Concept Plans.

### 4.1 OPEN HOUSE #1: STAFF, FACULTY AND STUDENTS

#### Guiding Principles

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

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



Guiding Principles Engagement Boards from Open House 1

## Visioning

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

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

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

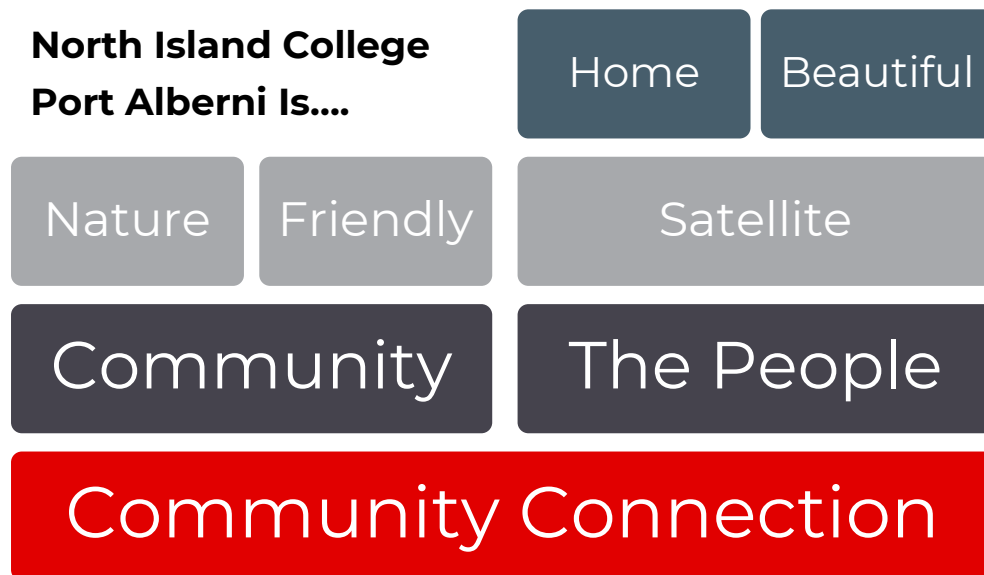


Figure 2: NIC Word Cloud

## Concept Plans

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



# URBAN SYSTEMS ENGAGEMENT SUMMARY



Concept Plan A and B Engagement Boards from Open House 1

## Concept Plan Changes

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

## 4.2 OPEN HOUSE #2: COMMUNITY AND PARTNERS

### Guiding Principles

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



### Concept Plans

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



**Student and  
Campus User  
Wellbeing**

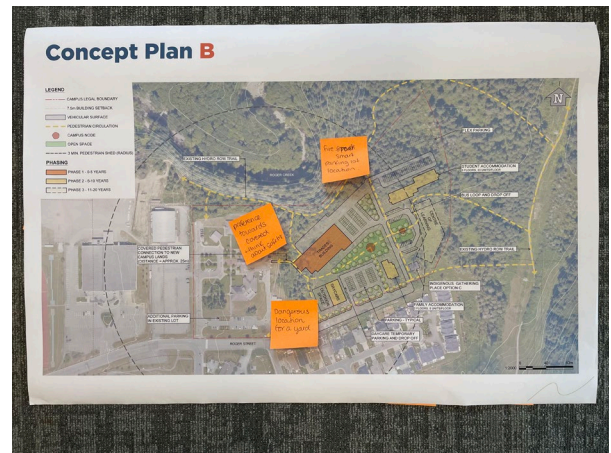


**Indigenous  
Representation**



**Campus  
Connectivity**

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



Concept Plan A and B Engagement Boards from Open House 2

**Proposed Concept Plan Revisions**

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

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

**5.0 CLOSING**

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