



NORTH ISLAND COLLEGE



# Institutional Accountability Plan & Report

2021 - 2022 REPORTING CYCLE

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# ACCOUNTABILITY STATEMENT



June 30, 2022

Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
Parliament Buildings  
Victoria, British Columbia V8V 1X4

Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the *NIC Institutional Accountability Plan and Report for the 2021/22 Reporting Cycle* and express our accountability for the results within it.

This has been an exceptional year for NIC. We began with the co-launch of *BUILD 2026*, NIC's new strategic plan and *Working Together*, NIC's first Indigenization plan. Together, the two plans affirm NIC's ambitious vision to deliver B.C.'s best individualized education and training experience by 2026 and set forth a new mission to work together to build healthy and thriving communities, one student at a time. *Working Together* further outlines NIC's commitment to Indigenization, reconciliation and decolonization. These two co-plans will guide NIC's work for the next five years and beyond.

This report details how NIC has met the priorities outlined in Government's 2021/22 Mandate Letter. It outlines NIC's supports for vulnerable and under-represented groups and the return to on-campus learning, while maintaining and expanding education and skills training to rural and remote communities. It also provides information on NIC's collaboration with government, community and partners throughout the region we are so proud to serve.

Finally, NIC's 2021/22 achievements are measured against the Ministry of Advanced Education and Skills Training's performance indicators in Appendix I, in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2021/22 Reporting Cycle*.

We sincerely thank you and the Ministry team for your continued support for NIC and the provincial post-secondary education system during this extraordinary time.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Mosley".

Eric Mosley

Chair, North Island College Board of Governors

A handwritten signature in black ink, appearing to read "Lisa Domae".

Lisa Domae, PhD, RPP

President and CEO, North Island College



# TERRITORIAL ACKNOWLEDGEMENT



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# 1. STRATEGIC DIRECTION AND CONTEXT

## 1.1 Institutional Overview

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 169,000 residents in its region, NIC serves the largest population of all B.C. rural colleges.

The College is honoured to acknowledge operations within the traditional and unceded territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the College originally served residents in remote logging camps and coastal communities through 24 learning centres. In the 1990s, as population in resource-dependent communities declined, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus and NIC @ St. Joe's at the former St. Joseph's General Hospital), Port Alberni, the Mixalakwila campus in Port Hardy as well as a learning centre in Ucluelet.

NIC's niche is its community-led, student-centred approach which blends customized and caring services into a full range of pathway and credentialed programming and wrap-around services, including educational, financial aid, accessible learning, counseling, student advising, dedicated employment support with work-integrated learning and a nationally accredited co-operative education program.

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.

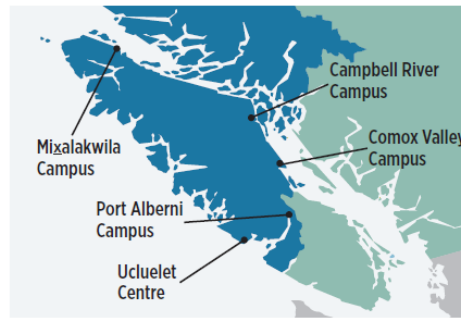


# NIC North Island College 2021/22 Fast Facts

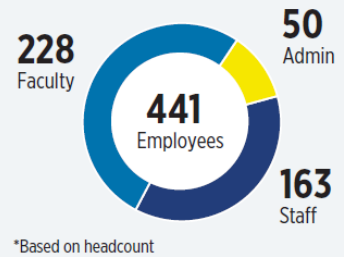
NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

NIC is a publically funded community college dedicated to serving 169,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km service region.

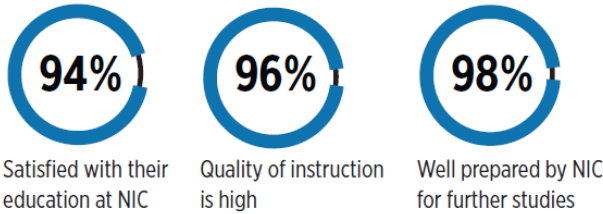
## NIC REGION



## EMPLOYEE COMPOSITION\*

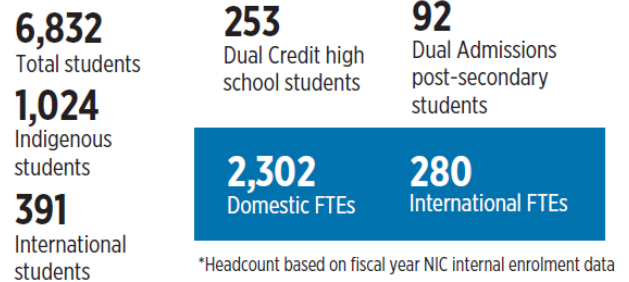


## NIC STUDENTS SAY\*

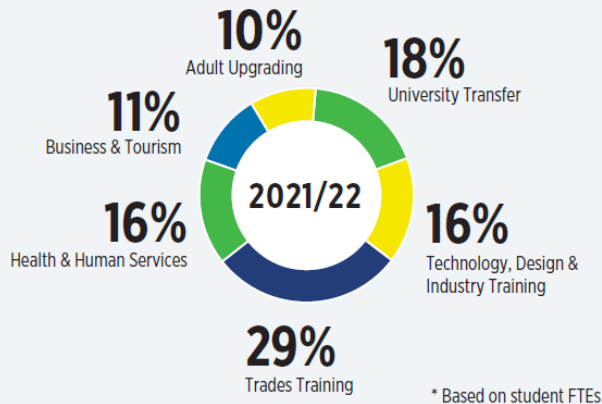


\* DACSO survey of former NIC Diploma, Associate Degree and Certificate students

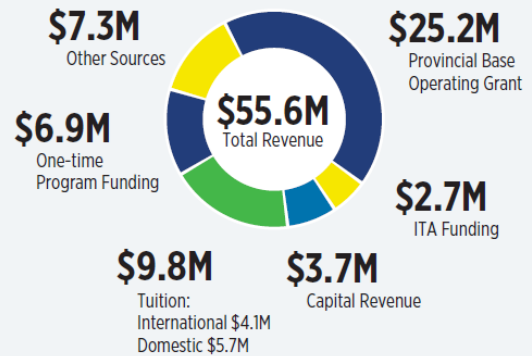
## STUDENT ENROLMENT\*



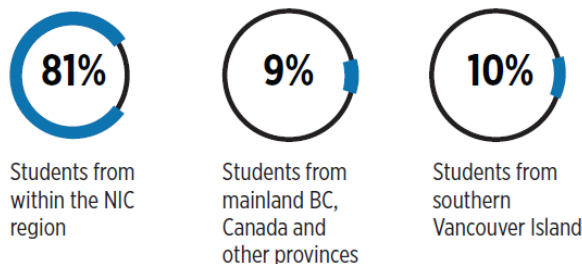
## PROGRAM MIX\*



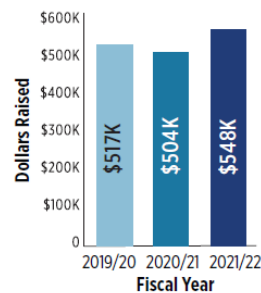
## COLLEGE REVENUE



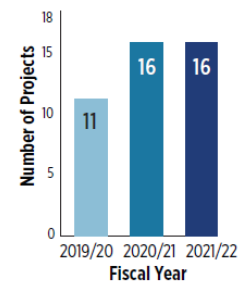
## DOMESTIC STUDENT ORIGINS



## SCHOLARSHIPS AND BURSARIES



## APPLIED RESEARCH, TECHNOLOGY AND INNOVATION



For more information, please contact 1-800-715-0914 or [questions@nic.bc.ca](mailto:questions@nic.bc.ca)  
[www.nic.bc.ca](http://www.nic.bc.ca)





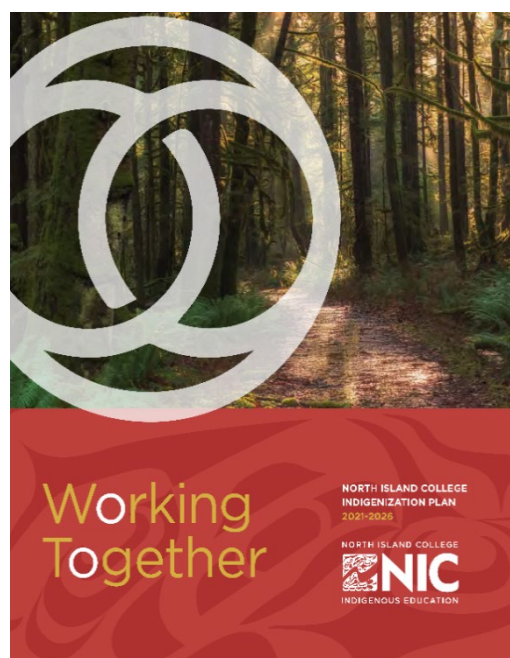
## 1.2 BUILD 2026: A New Integrated Strategic Direction

Dr. Lisa Domae was appointed NIC's sixth President and Chief Executive Officer on April 12, 2021 and has launched NIC's 2021-2026 strategic plan, *BUILD 2026*,<sup>1</sup> which received Board of Governors approval in spring 2021. BUILD is founded on values and core ideas heard in the NIC region and is informed by ongoing discussions with students, employees and communities - including through its new community engagement portal, Engage NIC.<sup>2</sup> Consultation has informed every aspect of the plan, including renewed vision and mission statements for NIC.

Under the guidance of the NIC Indigenous Education Council<sup>3</sup> and the College community, NIC co-launched BUILD with the first Indigenization plan in NIC history, *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>4</sup> on June 21, 2021, National Indigenous Peoples Day. The two plans will work in tandem over the next five years as the College works toward lasting and meaningful reconciliation.

BUILD and Working Together along with NIC's renewed academic plan, *Widening our Doorways 2026*,<sup>5</sup> and recently launched student mental health and well-being plan, *CARE*,<sup>6</sup> represent NIC's commitment to keep listening and responding with educational programs, services and delivery methods that meet students and communities where they are now and support them in getting where they want to be in the future. Aligned with Government priorities to support British Columbians through the pandemic and economic recovery, especially those impacted by COVID-19 and vulnerable and underrepresented groups, they provide a framework for working with the Ministry, communities, employers and industry to implement post-secondary education and skills training leading to rewarding career outcomes in high opportunity occupations.

A report on performance measure results for year one of BUILD can be found in "2. Performance Plan and Report: BUILD 2026" on page 11.



<sup>1</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

<sup>2</sup> View the Engage NIC online portal at <https://www.engage.nic.bc.ca/build-2026>.

<sup>3</sup> View the Ministry of Advanced Education and Skills Training's Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

<sup>4</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf>.

<sup>5</sup> View *Widening our Doorways 2026* online at <https://www.nic.bc.ca/pdf/widening-our-doorways-2026.pdf>.

<sup>6</sup> View NIC's *CARE* plan online at <https://www.nic.bc.ca/pdf/care2-plan.pdf>.

## VISION

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

## MISSION

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

## 1.4 COVID-19: Return to On-Campus Learning

NIC recovered to its “new normal” in 2021/22 despite ongoing challenges presented by the continuation of the Delta and Omicron waves of the COVID-19 pandemic. The College continued to work closely with the Ministry of Advanced Education and Skills Training to increase on-campus learning and services for students following the direction and guidance of the Provincial Health Officer and the *COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector*.<sup>7</sup>

Consultation and collaboration with students, employees and communities were paramount to ensuring a successful increase of on-campus learning while meeting learner needs in a shifting and uncertain COVID-19 environment. Based on student and Indigenous Education Council feedback, NIC offered flexible course and program delivery options comprised of one-third on-campus, one-third blended (inclusive of both on-campus and digital delivery) and one-third fully digital delivery. This flexible delivery model is well-aligned with NIC’s goal to offer relevant, high quality, flexible and customized programming and training for our students, and was key - along with NIC’s success with one-time grant funding - to achieving an 11% increase (233 FTEs) in domestic student enrolment over the previous year and a 9% increase (188 FTEs) over 2019/20, the last pre-pandemic year.

It is noteworthy that NIC enrolled the highest number of domestic student FTEs in the history of the institution in trades and trades-related vocational programs (834 FTEs) as well as health programs (266 FTEs plus an additional 51 FTEs in allied health programs). Tech-relevant, digital design and development program FTEs were also the highest in NIC’s history with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs enrolled and both categories were highest ever).

The sections that follow provide achievements and highlights of how NIC, through the collective efforts of faculty, administration and students, and with support from the Ministry, overcame the challenges of the pandemic and moved to resume on-campus learning in 2021/22.

### 1.4.1 Trades and Technical

As noted above, trades and technical domestic student enrolment was the highest in the history of NIC (834 FTEs) in 2021/22 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 184 additional FTEs. NIC continued with the development and launch of additional contract-based cohorts through direct awards and community-based collaborations aligned with labor market demands to achieve regionally responsive programming that included Youth in Trades, Women in Trades, and Automotive Collision and Refinishing Technician. In-community trades programming, developed and offered in partnership with First Nations and industry, grew with additional sections of in-community Professional Cook Level One programming in collaboration with K’awat’si Economic Development Corporation and the Gwa’sala-’nakwaxda’xw Nations (GNN). NIC also launched customized Professional Cook Level One and Prep Cook programming with the strategic inclusion of work-integrated learning in collaboration with the North Vancouver Island Chefs Association

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<sup>7</sup> View *COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector* online at [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest\\_postsecgoforwardguidelines.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest_postsecgoforwardguidelines.pdf)

to address immediate workforce shortages. Additionally, an intake of in-community carpentry foundation programming was offered in Port McNeill to meet needs as identified by GNN Nations.

NIC continues to diversify programming directly aligned to the skilled trades and regional economic recovery. A prime example of program innovation and diversification is NIC's commitment and timely collaboration with INFilm, the Vancouver Island North Film Commission, which has resulted in dynamic motion picture micro-credentials inclusive of grip, lighting, set construction, production accounting, craft service and production assistance programming. The motion picture programming is delivered in a blended format to provide ease of access to rural and regional British Columbians and is strategically aligned with regional and provincial economic diversification plans with B.C. being the third largest motion picture hub in North America. To complement NIC's core programming, the institution has also advanced with innovative micro-credentials specific to resource field assistant and ecosystem stewardship.

### 1.4.2 Health and Human Services

Student demand for NIC's health and human services programs remained strong in 2021/22 with 266 domestic student FTEs enrolled in health programs (Bachelor of Science in Nursing, Practical Nursing and Health Care Assistant) - the highest in the history of the College - plus an additional 50 FTEs in allied health programs (Activity Assistant, Hospital Unit Clerk and Medical Office Terminology Micro-Credential). Additionally, 67 FTEs (54 domestic student FTEs and 13 international FTEs) were enrolled in early childhood care & education programs plus 61 FTEs (57 domestic FTEs and four international student FTEs) in human services programs.

All health and human services programs incorporated some face-to-face instruction in 2021/22 while including the flexibility of blended delivery to allow cohorts from different communities to learn theory online together, as well as access labs, practice and group activities in the classroom, health care agency or community. Blended delivery, piloted in 2020/21 with the emergence COVID-19, was particularly beneficial for the Human Services program in Port Alberni in 2021/22, utilizing ten reserved seats for First Nations students attending digitally from Tla-o-qui-aht, Ehattesaht and Yuułuʔiłʔatḥ (i.e., Tofino, Zeballos and Ucluelet). Similarly, the Health Care Assistant – Partnership Pathway program brought together students from Port Hardy, Bella Bella and Vancouver with students completing theory courses together online prior to completing in-person lab and clinical components via their local NIC campus or health care agency. During winter 2022, NIC's Department of Early Childhood Care and Education supported a cohort of International students in completing their first courses via videoconferencing technology from their home countries as travel restrictions delayed entry into Canada. NIC's Faculty of Health and Human Services continues to provide programming in a flexible, learner-centered way supporting students in successfully continuing and completing programs in nursing, health care assistant, community mental health worker, human services, and early childhood care and education.

### 1.4.3 Arts, Science, Technology, Business and Applied Studies

Many of NICs arts, science, technology, business and applied studies programs continued to offer digital delivery alongside on-campus instruction in 2021/22 with 843 FTEs enrolled, inclusive of 589 domestic student FTEs and 255 international student FTEs.



With continued restrictions on international travel and global uncertainty linked to the COVID-19 pandemic, international student enrolment in these programs declined from the previous year by 13% (37 FTEs); however, domestic student enrolment grew slightly by 1% (6 FTEs) and was higher than 2019/20, the most current pre-pandemic year, by 4% (25 FTEs).

Appreciating the need to ensure continuity of instruction and access to core curriculum as well as elective courses, a strategic decision was made to deliver a balanced offering of on-campus, digital unscheduled and digital scheduled modules. Where possible, the same course was offered both on-campus and digitally, giving students an opportunity to choose the delivery format best supporting their learning needs and lifestyle. Virtually all science labs were delivered on-campus, and many classes in fine arts, digital design and development, and university studies were offered as blended delivery.

NIC's tech-relevant digital design and development programs rebranded with industry-informed curriculum revisions in 2020/21 achieving record enrolment that was exceeded in 2021/22 by 24% with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs). Digital development and design programs continued to offer students applied learning experiences, including opportunities to develop 'real' applications and platforms. One such app, designed for NIC's Faculty of Trades and Technical Programs, will be used to track, report and evaluate apprenticeships and work-integrated learning.

After a one-year postponement due to the onset of the COVID-19 pandemic, NIC's inaugural offering of the Computer Information Systems certificate took place in 2021 fall. The program added to NIC's eclectic suite of tech-relevant programs and concentrations - with 82 FTEs enrolled in all programs and concentrations in 2021/22, and just under 400 FTEs enrolled over the past five years - and the College remains committed to expanding computing, information technology and digital design courses and programs in the future.

NIC offered the Associate of Arts degree with a pre-social work focus for the first time in 2021/22. By incorporating 'SSW-120: Social Welfare in Canada' and 'SSW-122: Foundation of Social Service Practice' into the standard Associate of Arts degree, students will be eligible to apply for third-year entry into an accredited bachelor of social work program in B.C. upon graduation.

#### 1.4.4 Adult Upgrading and Accessible Learning

NIC's adult upgrading and accessible learning programs and support services – consisting of Adult Basic Education (ABE) and Department of Accessible Learning Services (DALs) for students with cognitive or developmental disabilities – are designed to provide enhanced access to post-secondary studies and employment. NIC enrolled 214 domestic student FTEs in ABE in 2021/22, a 7% decline (-16 FTEs) from the previous year, and 41 domestic student FTEs in accessible learning courses, a 33% increase (10 FTEs) from the previous year.

NIC continued to offer ABE courses - from fundamental to provincial levels - primarily through digital delivery in 2021/22. The digital delivery model is designed to support learners living in NIC's service area as well as those living outside the NIC region by providing expanded access to upgrading courses. NIC's ABE program attracted Indigenous and non-Indigenous students from isolated communities as well as international students requiring prerequisite-level courses for entry into their chosen post-secondary program.

NIC's Department of Accessible Learning continued to successfully offer employment transition, workplace readiness, daily living, literacy and numeracy courses in 2021/22 for young adults who have executive functioning and developmental challenges. NIC's employment transition programs are designed to eliminate barriers to employment through meaningful educational opportunities, hands-on skills development and built-in, individualized supports. Last year, a blended delivery model for accessible learning was implemented in response to the COVID-19 pandemic; however, in 2021/22 virtually all course delivery was shifted back to fully on-campus. Accessible learning programs were successfully delivered at NIC's Port Alberni, Campbell River and Comox Valley campuses.

### 1.4.5 Continuing Education and Training

NIC's Department of Continuing Education & Training (CET) resumed in-person delivery in 2021/22 with 255 domestic student FTEs enrolled – a 41% (74 FTEs) increase over the previous year. Notable offerings included Food Processing, Seafood Processing, Sustainable Farming, Farmworker Fundamentals and Heavy Equipment Operator. Activity Assistant and Animal Care Aide programs continued to be delivered online as the format has proven to be beneficial to student success and is preferred by students. The delivery range of these programs was expanded into other regions of the province in 2021/22 where the programs were previously unavailable, notably in the Okanagan Valley and northeastern B.C. These programs experienced higher than normal registrations, graduations and overall student satisfaction levels.

CET remained active in developing community partnerships in all regions of the North Island to support regional economic recovery and to meet local workforce training needs in 2021/22. In the Port Alberni region, programs were created with the Port Alberni Shelter Society, Alberni Clayoquot Regional District, City of Port Alberni Economic Development, The Dock Food Hub, Community Futures Alberni-Clayoquot, Nuu-chah-nulth Employment and Training Program, and Huu-ay-aht First Nation. In the Comox Valley and Campbell River, partnerships were created with the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, Island Health, the BC Craft Brewers Guild as well as Berwick Comox Valley Retirement Community. In the Port Hardy/Port McNeil region, CET worked with the Port Hardy Chamber of Commerce, the Mount Waddington Regional District, Wuikinuxv Nation, Gwa'sala-'Nakwaxda'xw Nations as well as Quatsino, Kwakiutl and Dzawada'enuxw First Nations.

CET along with partner organizations received funding from the Community Workforce Response Grant program for the delivery of 19 training programs. These training programs provided needed workforce skills training for more than 200 students on North Vancouver Island. The funding total was more than \$1.5M and supported the social and economic health of communities throughout the North Island College region.

### 1.4.6 Indigenous Education

NIC's ability to serve Indigenous students by providing access to culturally informed, applied learning and services in community continued to be impacted by the COVID-19 pandemic in 2021/22. Indigenous Education Navigators and Elders in Residence provided digital and in-person support for Indigenous students throughout the year, including high school, prospective, current and alumni learners. NIC's annual Indigenous Student Satisfaction Survey highlights the impact and importance of culturally relevant

supports: 91% of respondents indicated that Indigenous Education Navigators provide a service that is valuable to the success of Indigenous students and 94% of respondents felt the same about Elders in Residence.

Indigenous students, faculty and staff at NIC have a new culturally relevant space for connection and celebration with the official opening of the Indigenous Gathering Place at North Island College's Campbell River campus in 2021/22. Given the name *Óə pix ʔidaʔas* (Gathering Place) by Wei Wai Kai and Wei Wai Kum planning committee members, its design represents a traditional drum with a Liq'wiltokw Big House at its centre. It is home to the NIC Elders in Residence program, student support services and offers a large community room for cultural celebrations, events and art displays. *Óə pix ʔidaʔas* will also provide a space to deliver Liq'wala language courses and other Indigenous education programming.

A highlight for Indigenous Education in 2021/22 was the continued success of Indigenous language offerings with 59 domestic student FTEs enrolled. In partnership with Ehattesaht First Nation, Quuquutsa Language Society, Kwakiutl First Nation, Quatsino First Nation and Gwa'sala-'nakwaxda'xw Nations, two cohorts of the Indigenous Language Fluency Certificate program were offered in Nuuchahnulth and Kwak'wala language, respectively. All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning where children, siblings, parents, grandparents and Elders were all able to hear Indigenous language in their homes.

Funding for a new micro-credential, Indigenous Hospitality Front Office Operations, was secured in 2021/22 through the Ministry of Advanced Education and Skills Training and will be offered in-community to Huu-ay-aht First Nation in summer 2022.

On June 21, 2021, NIC launched its first ever Indigenization plan, Working Together, under the direction of the NIC Indigenous Education Council (IEC) using the Colleges and Institutes Canada *Indigenous Education Protocol for Colleges and Institutes* as a guiding framework. NIC will be reporting out first-year successes and challenges in June 2022 to the IEC and Indigenous communities.

### 1.4.7 International Education

International student enrolment at NIC continued to be impacted by the COVID-19 pandemic in 2021/22, declining by 11% (35 FTEs) over the previous year which saw a larger 34% decline from 2019/20, the last pre-pandemic year. Ongoing travel restrictions and a severe backlog of study permit applications at the federal level were primary factors contributing to this reduction. Nonetheless, NIC's Office of Global Engagement (OGE) established new partnerships, projects and a global education structure in 2021/22, successfully delivering two study abroad innovation projects and attracting over \$1.2M in funding for student study abroad and virtual exchange opportunities. Further, a Government of Canada grant created an opportunity to build a virtual exchange program focused on Indigenous literature with Costa Rica and a subsequent grant will see a faculty member travel to Manaus, Brazil in the Amazon to explore digital design in a new cultural context. Virtual exchanges were established in Japan (History), Europe (Accounting) and Costa Rica (First People's Literature and Composition), and new field schools were developed in Indigenous Language Revitalization (Hawai'i) and Advanced Topics in Design (Mexico). OGE successfully secured a four-year project supported by Colleges and Institutes Canada and the Mastercard Foundation with Vancouver Island University and British Columbia Institute of Technology as partners in the Young Africa Works in Kenya: Youth Employability Through Technical and Vocational Education and

Training (TVET) initiative aiming to increase employment opportunities for young people, particularly young women, in Kenya. The Kenyan TVET institutions OGE is working with include Kisii National Polytechnic and Keroka Technology Training Institute, both located in Kisii County located just outside Kisumu near Lake Victoria, and they will be co-developers of the project outcomes for the next three years and long-term collaborators for years to come.

OGE continued consultations in 2021/22 to develop an Indigenizing internationalization plan for implementation in 2022. The plan is aligned with NIC's strategic plan, *BUILD 2026*; Indigenous education plan, *Working Together*; and academic plan, *Widening Our Doorways 2026*, and will be a first for NIC.



## 2. PERFORMANCE PLAN AND REPORT: BUILD 2026

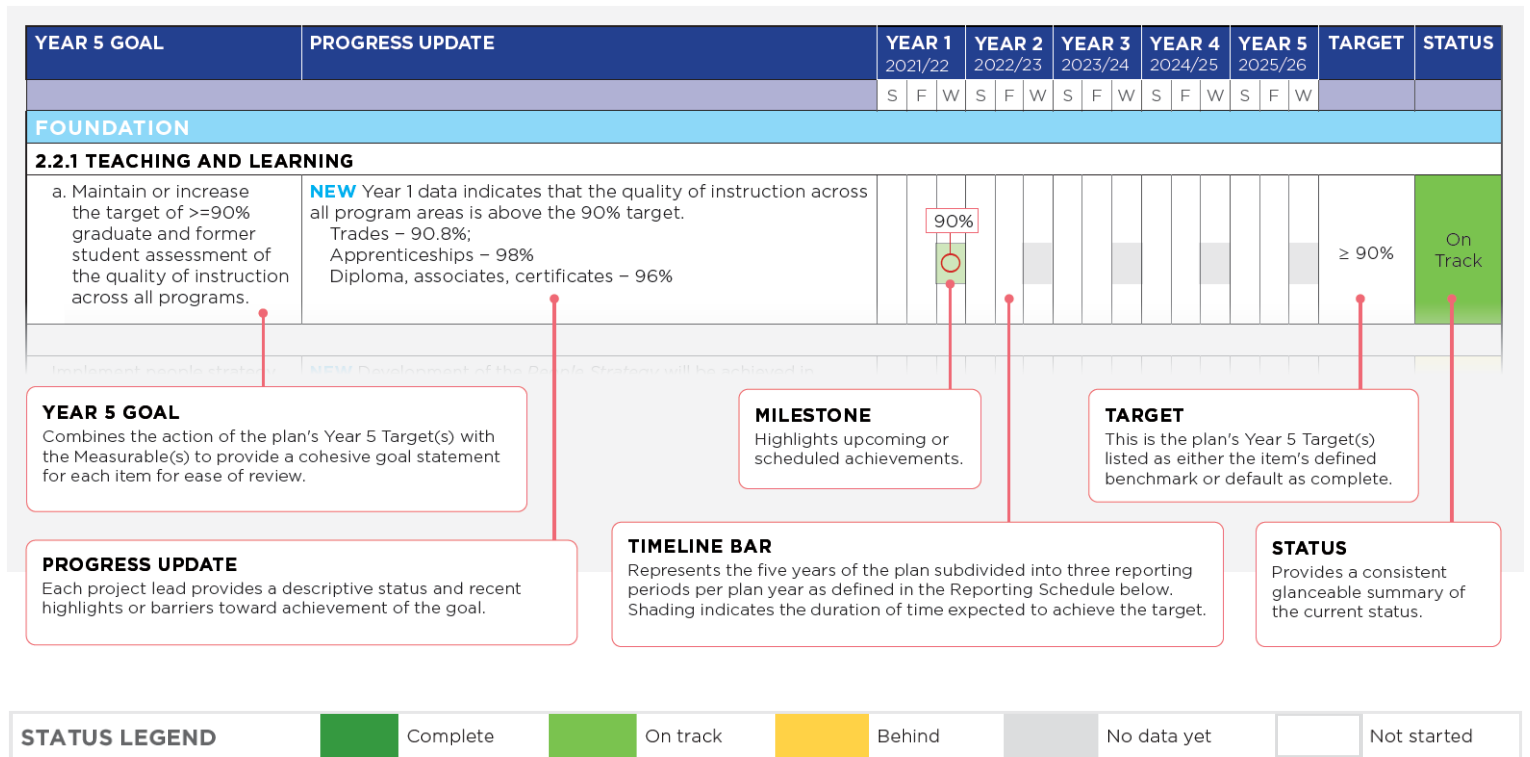
This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC’s 2021-2026 strategic plan, organized by the plan’s main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in “Appendix II – Implementation of Ministry Mandates and Directives” and “Appendix III – Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples” that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government’s economic and climate action plans, StrongerBC and CleanBC. A separate report on NIC’s 2021/22 targets, results and assessments for the Ministry of Advanced Education and Skills Training’s Accountability Framework performance measures is provided in “Appendix I – Accountability Framework Performance Measures Results.”

Figures 1 and 2 below illustrate the BUILD architecture and how to interpret the dashboard graphics for the performance measures in the remainder of this section.

Figure 1, BUILD Architecture



Figure 2, How the Dashboard Graphics Work



## 2.1 People: Our Commitment to the NIC Community

The power of NIC lies in the strength, commitment and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

### 2.1.1 Healthy and Productive Workplaces

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

Outcome: Healthier employees working in safe and supportive workplaces.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>PEOPLE</b>																		
<b>2.1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>																		
a. Evaluate, recommend, and implement benchmarks based on research and the National Standard of Canada for Psychologic Health and Safety in the Workplace	<b>NEW</b> Preliminary research into the Canadian Standard for Psychological Safety in the Workplace has begun. Foundational research is now scheduled for Fall 2022 toward a decision for NIC to actively pursue this standard or implement an alternative by Winter 2023.																Complete	Behind

### 2.1.2 People Development

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

Outcome: Thriving, inspired and productive employees.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>PEOPLE</b>																		
<b>2.1.2 PEOPLE DEVELOPMENT</b>																		
a. Implement people strategy to develop thriving, inspired, and productive employees	<b>NEW</b> Work began in Winter 2022, leading to a draft framework for the People Strategy, encompassing four key objectives to: 1) create a compelling employee experience, 2) be a learning organization, 3) develop, support, and value leadership, and 4) build the workforce of the future. Consultation, feedback, and strategy development will continue through Fall 2022 toward completion of the People Strategy in Winter 2023.																Complete	On Track

## 2.1.3 Employee Engagement and Collaboration

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

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>PEOPLE</b>																			
<b>2.1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>																			
a. Develop and implement an internal communications strategy	<b>NEW</b> The development of a comprehensive internal communications strategy is the remaining major recommendation of the Employee Engagement Survey. Forward direction will focus on the collaborative development, implementation and evaluation of this strategy.																	Complete	Not Started

## 2.2 Foundation: Our Commitment to Strengthening Core Operations

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

### 2.2.1 Teaching and Learning

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

Outcome: Teaching excellence.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>FOUNDATION</b>																			
<b>2.2.1 TEACHING AND LEARNING</b>																			
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	<b>NEW</b> Year 1 data indicates that the quality of instruction across all program areas is above the 90% target. Trades – 90.8%; Apprenticeships – 98% Diploma, associates, certificates – 96%																	≥ 90%	On Track
b. Implement a student learning experience survey	<b>NEW</b> The Student Learning Experience Survey has been developed and piloted. The results will inform the teaching and learning strategy.																	Complete	Complete
c. Implement teaching and learning strategy	<b>NEW</b> The Teaching and Learning Strategy is in the initial phases of development.																	Complete	Behind



## 2.2.2 Finances

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

Outcome: Fiscal strength.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS																																				
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W																																						
<b>FOUNDATION</b>																																																						
<b>2.2.2 FINANCES</b>																																																						
a. Balanced budget within three years of the pandemic ending	<b>NEW</b> NIC is ahead of target to balance the budget by fiscal year 2023/24 with a \$56K surplus at fiscal year end 2021/22. While much of this was the result of one-time revenue increases (Investment income, one-time program funding), it is important to note that tuition and student fee revenue was almost \$1 million below the budget target primarily due to the reduction in international enrolments. Deficit projections for Year 2 have been reduced from \$1.1M to \$793K.																																																					
		<table border="1"> <tr> <td>Actual:</td> <td>Projected:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>\$56,979</td> <td>-\$792,752</td> <td>\$0</td> <td>+\$100K</td> <td>+\$100K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>															Actual:	Projected:																	\$56,979	-\$792,752	\$0	+\$100K	+\$100K														Balanced	On Track
Actual:	Projected:																																																					
\$56,979	-\$792,752	\$0	+\$100K	+\$100K																																																		
b. Long-term financial health (positive net asset position)	<b>NEW</b> NIC's net assets remain in a good position due to the small surplus produced in fiscal year 2021/22. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic. This has meant that NIC has not needed to draw down any long-term investments, which maintains these funds for future capital projects. Pre-pandemic (fiscal year 2019/20), net assets were valued at \$7.0M.																																																					
		<table border="1"> <tr> <td colspan="18">Estimated Net Assets as of Mar 31, 2022:</td> </tr> <tr> <td>\$5.483M</td> <td>\$4.690M</td> <td>\$4.690M</td> <td>\$4.790M</td> <td>\$4.890M</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>															Estimated Net Assets as of Mar 31, 2022:																		\$5.483M	\$4.690M	\$4.690M	\$4.790M	\$4.890M														> \$2.8M	On Track
Estimated Net Assets as of Mar 31, 2022:																																																						
\$5.483M	\$4.690M	\$4.690M	\$4.790M	\$4.890M																																																		

## 2.2.3 Information Technology

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

We will actively and intentionally leverage our IT capacity through planning and investment.

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS																		
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W																				
<b>FOUNDATION</b>																																				
<b>2.2.3 INFORMATION TECHNOLOGY</b>																																				
a. Implement IT Service Management (ITSM) model	<b>NEW</b> The first full academic term using NIC's new service management platform is complete. Both system and operational processes were updated during the term as gaps were identified. Potential expansion to additional service departments is being considered. Development of the asset management portion of the system has begun with a target launch of Summer 2022.																																			
		<table border="1"> <tr> <td colspan="18">TeamDynamix (ITSM) complete</td> </tr> </table>															TeamDynamix (ITSM) complete																		Complete	On Track
TeamDynamix (ITSM) complete																																				

## 2.2.4 Integrated Enrolment

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

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.2.4 INTEGRATED ENROLMENT</b>																		
a. Define optimum enrolment for NIC	<b>NEW</b> Optimum enrolment for NIC has been projected at 3,000 FTEs: 2,400 domestic and 600 International. Planning processes to achieve targets over the next five years are underway	Optimum enrolment established															Complete	Complete
b. Implement enrolment targets for all programs	<b>NEW</b> A new enrolment template is in development. Decanal areas will utilize this template to report for the 2022/23 academic year. Enrolment targets are being set for the 2023/24 academic year, based on institutional capacity, e.g., space, technology, human resources.	Template implemented Annual process implemented															Complete	On Track

## 2.2.5 Campuses and Centres

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

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.2.5 CAMPUSES AND CENTRES</b>																		
a. Develop Campus Master Planning concepts and share with communities	<b>NEW</b> Campus plans are in development to support key projects. These include replacement of Tebo Centre in Port Alberni, Village and St. Joe's replacement in Comox Valley, and planning for NIC expansion in Campbell River. Plans for Tebo Centre replacement at Roger Street campus have been developed for consultation.	Micalakwila complete Comox Valley complete Campbell River complete Port Alberni complete West Coast complete															Complete	On Track
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	<b>NEW</b> The NIC Housing Commons has received Ministry approval, and construction plans are moving forward. We are currently working through the RFP process and anticipate the winning design build team contract award to be finalized in Fall 2022. A Student Housing Operations committee is now established and meeting regularly to develop operating milestones in preparation for opening. Recruitment for the Student Housing Manager position is in progress. The project is considered on track with a soft opening planned for Fall 2024.	Soft opening															Complete	On Track

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

## 2.3 Frame: Our Commitment to Supporting Students

From the moment students enter the college, our services support their learning experiences. With “we are NICE” setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported. We will embed caring learning services that support students in their studies.

### 2.3.1 Student Well-Being

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

Outcome: Increased student well-being.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>FRAME</b>								
<b>2.3.1 STUDENT WELL-BEING</b>								
a. Develop and implement a Student Mental Health and Well-being plan	<b>NEW</b> CARE <sup>2</sup> , NIC's first student mental health and well-being plan was completed in Winter 2022 and launched shortly after in May. Its implementation and accountability plan will follow in Summer 2022.	Implementation plan & accountability measures					Complete	On Track
		Plan complete						

### 2.3.2 Student Support and Persistence

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

Outcome: Retain students with proactive support strategies.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>FRAME</b>								
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE</b>								
a. Increase first-year student retention (Fall to Fall) above 47%	<b>NEW</b> Retention initiatives contributing to this outcome include increased promotion of Early Assist and the addition of student self-referral. We have been able to provide outreach to larger numbers of students who are facing challenges in their personal and academic lives. The Student Life team has collaborated with support services to provide workshops and other events designed to engage, inform and connect students. Creating connection and belonging, while providing support to mitigate challenges, serves to strengthen retention. Annual retention data measured from Fall term to Fall term is posted each January.	52% retention (Fall 2021)					> 47%	On Track
b. Maintain or increase scholarships, bursaries, awards and emergency funds available to students	<b>NEW</b> Selection process for distributing the 2022 NIC Foundation Awards is under way. Available funds will meet or exceed last years' total award amount of \$540,000 to over 500 students. Additionally, the Foundation is working with NIC Student Services Financial Aid to distribute, at minimum, an additional \$10K to students throughout the year.	≥ \$540K					≥ \$500K	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>FRAME</b>																		
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE <i>Continued</i></b>																		
c. Increase # of child-care spaces	<p><b>NEW</b> A review of licensed child-care seats in NIC's regions is now complete. This review included pulling together reports from 2019 from regions who participated and were funded by the BC Ministry of Children and Family Development to engage in child-care planning for their communities. Alberni-Clayoquot Regional District, City of Campbell River, Village of Cumberland and Comox Valley Regional District all completed action plans which included an inventory of existing child-care spaces and identified space creation targets for the next 10 years. The updated data revealed that NIC regions have between 20 - 29% access to full-time child-care spaces available, which is still far off the target of 50% set out in the plans.</p>																Complete	On Track

## 2.4 Doorways: Our Commitment to Accessible Education and Training

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

### 2.4.1 Program Entry

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

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>DOORWAYS</b>																		
<b>2.4.1 PROGRAM ENTRY</b>																		
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	<p><b>NEW</b> Since the pandemic began, NIC has augmented its core on-campus programming with one-time funding to create skills training programs in-community to support students, First Nations, business and industry across Vancouver Island and BC.</p>																> 40%	On Track

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

\*\* Access includes off-campus, non-traditional credit courses delivered at a time or place that is more available to students. This involves programs delivered off-campus, face-to-face, across the region, Adult Basic Education, Employment Transition, Joy of Lifelong Learning, dual credit and dual admission courses as well as evening and weekend courses.

## 2.4.2 Learning and Services

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments. We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>DOORWAYS</b>																		
<b>2.4.2 LEARNING AND SERVICES</b>																		
a. Increase % of courses with more than one entry point/ year above 27%	<b>NEW</b> The college was successful in securing one-time funding for programs, throughout the college region, which offer multiple entry points throughout the year.																> 27%	On Track
b. Increase the % of courses with multiple modes of delivery above 9%	<b>NEW</b> Success in this measure is the result of the continued work of NIC's Education Team and the Centre for Teaching and Learning Innovation (CLTI), which has supported faculty in delivering courses through multiple modes: digital, blended and face-to-face.																> 9%	On Track
c. Develop and implement digital learning strategy	Preliminary discussions have begun in preparation for development of the digital learning strategy, with a revised estimated start date of Fall 2022.																Complete	Behind
d. Develop and implement fully operational digital service strategy	<b>NEW</b> A steering committee is now in place to support development of the digital service strategy. First actions will include reviewing various models to support development of a framework.																Complete	On Track

## 2.4.3 Pathways to Learning

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions around the world, from within B.C. as part of B.C.'s transfer system and from Vancouver Island. We are a gateway for learning. We will connect students to learning opportunities close to home and across B.C.

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>DOORWAYS</b>																		
<b>2.4.3 PATHWAYS TO LEARNING</b>																		
a. Maintain dual credit enrolment	<b>NEW</b> Dual credit enrolment, i.e., secondary students simultaneously completing secondary school graduation requirements and first year college is a key provincial initiative supporting attainment of post-secondary education.																> 170	On Track
b. Maintain or increase # of students participating in post-secondary pathway agreements	<b>NEW</b> Continued success in this measure is attributable to our dual admissions program, initiatives through Widening Our Doorways 2026 and NIC's expansive network of educational agreements with other institutions.																≥ 195	On Track



## 2.5 Rooms: Our Commitment to High Quality, Relevant and Responsive Programming

Learning is NIC’s reason for being. Our high quality, relevant and responsive programming draws students from across B.C. and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

### 2.5.1 Indigenous-led Education

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

Outcome: Indigenous-led learning.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.1 INDIGENOUS-LED EDUCATION</b>																		
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	<b>NEW</b> NIC successfully established 15 partnerships and educational agreements with Indigenous communities during the 2021/22 year. Strategies outlined in Working Together are supporting the success of this outcome.	19.2% Indigenous students															> 13%	On Track
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%	<b>NEW</b> NIC continues to offer services and supports to ensure the ongoing success of Indigenous students, such as providing Indigenous Education Navigators at all four campuses, Elders in Residence and Indigenous Student Lounges.	90%															≥ 90%	On Track
c. Implement Indigenization Plan recommendations	<b>NEW</b> This is a five-year initiative to implement recommendations of Working Together. A dashboard to report out progress will be presented to the Indigenous Education Council. Costing of Working Together is now complete. Highlights of the new work completed include the transition of Elders' funding from the Aboriginal Service Plan to the base budget and completion of Q̓ə p̓ix̓ ʔidaʔas, the Gathering Place at the Campbell River campus.	Costing of Working Together complete															Complete	On Track

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

## 2.5.2 Community-Connected Learning

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry. We will enrich student learning through student-centred, community-relevant learning.

Outcome: Place-based learning.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.2 COMMUNITY-CONNECTED LEARNING</b>																		
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences over 700 participants.	<b>NEW</b> Targets in this measure have been exceeded through the efforts of the Work Integrated Education department, with support from one-time funding, which has provided for increased capacity to focus on employer engagement. The pivot to virtual networking events has resulted in increased attendance by employers and students and led to additional match-making success for work-integrated learning placements.	916 students														> 700	On Track	
b. Implement place-based learning strategy	Initiatives to implement place-based learning strategies are now actively underway through NIC's academic plan, Widening our Doorways 2026. Decanal areas will report progress in June 2023.				Strategy implemented											Complete	On Track	
c. Open an expanded and fully operational integrated child care and learning facility at the Comox Valley campus	<b>NEW</b> The work to develop the business case to expand on-campus child-care spaces at the Comox Valley campus is complete. The business case, for presentation to government, is expected to be complete by the end of 2022. The case includes space for Early Childhood Education program delivery with Beaufort Children's Centre as the main operator of the new spaces. NIC has signed an MOU to operate with the Beaufort Childcare Society, and consultation and planning with Beaufort is ongoing.	Business case development			Business case to Ministry										Complete	On Track		

## 2.5.3 Self-Directed and Customized Learning

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies. We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>																		
a. Increase # of students with advising support above 425 students	<b>NEW</b> 547 students have been assigned to Advisors or Indigenous Navigators in 2021/22.	547														> 425	On Track	
b. Maintain or increase # of short-term customized micro-credentials and programs above 29	<b>NEW</b> NIC's Education Team was very successful in securing one-time funding to expand our micro-credential programs to support the development and delivery of 36 micro-credentials throughout the academic year.	36														≥ 29	On Track	

## 2.5.4 Global Learning

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

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.4 GLOBAL LEARNING</b>																		
a. Increase # of new international student enrolments each year above 214 new students	<b>NEW</b> A new international education plan currently in development will support success for this outcome and will become the College’s first international plan that emphasizes a deep commitment to Indigenization. Even though NIC has had significant numbers of students committed and waiting for study permits, Canada’s delayed processing continues to be an obstacle for enrolment. However, NIC successfully welcomed 194 new students in 2021/22. About 67% of new students are from India, with the rest arriving from countries including Philippines, Zimbabwe, Japan, Iran, Mexico and Columbia. The coming Fall 2022 term is projected to exceed 120 new students, which is greater than pre-COVID intakes in 2018 and 2019.																> 214	Behind
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	<b>NEW</b> Although a complete initiative, NIC continues to advance international opportunities and experience throughout the five-year plan. New highlights include: completing three virtual Study Abroad projects in collaboration with institutions in Costa Rica, Japan and Belgium; awarding 20 Study Abroad scholarships to students participating in virtual opportunities; developing two new field schools; hosting a delegation of eight representatives from Kenya as part of the international project; hosting 10 exchange students from Chile, Mexico, Germany, France and Belgium; and completing a project under the Faculty Mobility Grant in Costa Rica.																Complete	Complete
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 80%	<b>NEW</b> Cross-divisional efforts between the Office of Global Engagement, the Centre for Teaching & Learning Innovation and the Library & Learning Commons are underway to contribute to the success of this goal. Recent student engagement initiatives include the return of face-to-face events and activities with high participation rates. Peer Connector student positions are now in recruitment to support new international students in their first term and throughout their studies. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																≥80%	No data yet

## 2.5.5 Program Response and Renewal

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

Outcome: High-quality, relevant and responsive programming.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W			
<b>ROOMS</b>																			
<b>2.5.5 PROGRAM RESPONSE AND RENEWAL</b>																			
a. Complete renewal plans* for all programs	Decanal areas will begin work on the writing and reporting out of plans in June 2022.																	Complete	On Track
b. Complete Provincial Quality Assurance Process Audit	<b>NEW</b> NIC’s institutional review is scheduled for 2023. Development of the program review process is complete. Development of supporting policies, procedures and handbooks will follow. Eight program areas have completed their self-review, and six of those have also completed their external review. A Quality Assurance working group has met, with updates made to scheduling and policies.																	Complete	On Track

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

## 2.6 Windows: Our Commitment to Raising Awareness About the Quality and Diversity of Learning at NIC

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 94% of students tell us they are satisfied with their education, 96% say our quality of instruction is high and 98% feel well prepared for further studies. Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

## 2.6.1 Brand and Identity

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>WINDOWS</b>																			
<b>2.6.1 BRAND AND IDENTITY</b>																			
a. Establish brand with better overall role and scope of the college	<b>NEW</b> NIC's brand audit is now complete, along with a college community presentation of data and recommendations. The audit identified NIC's overall brand position as having strong recognition with a need/opportunity to further differentiate NIC in relation to its competitors. The five key recommendations from the research were to: 1) focus and celebrate the brand; 2) use insights to drive effective engagement; 3) be where future students live; 4) define future student personas; and 5) strengthen ad creative. Many aspects of these recommendations are already being used, and further development of the brand strategy draft will continue in collaboration with the consultant.																	Complete	On Track

## 2.6.2 Marketing & Recruitment

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

Outcome: Better coordinate and strengthen how we communicate the value of our programs to prospective students.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>WINDOWS</b>																			
<b>2.6.2 MARKETING &amp; RECRUITMENT</b>																			
a. Establish a clearly defined student audience profile for all areas of study	<b>NEW</b> Pending the completion of the Brand Strategy in 6.1, audience profiles at the level of area of study will be complete.																	Complete	On Track
b. Implement annual marketing and recruitment plans	<b>NEW</b> Annual marketing (and recruitment) plans are an operational commitment that supports a variety of brand and promotional goals. Each spring, the Marketing & Future Students team will consult deans, directors and service-area leads to develop a promotional needs overview for the coming year. These promotional needs will be built out and time-lined to support new student recruitment activities for the subsequent year and keep NIC awareness high in our catchment region. Methods for distributing the plan to the internal community are under development.																	Complete	On Track



## 2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility

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

### 2.7.1 Reconciliation

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>ROOF</b>																			
<b>2.7.1 RECONCILIATION</b>																			
a. 75% of employees complete NIC specific Indigenous intercultural competency training	NIC-specific cultural training framework is being developed. Although individual modules are now in development, progress delays are expected due to COVID-19 preventing in-person collaboration with Indigenous Elders and knowledge holders. Development will continue throughout 2022/23.																	≥75%	Behind & No data yet
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	This is a five-year initiative to have all named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) with clear and measurable commitments address specific TRC Calls to Action for education through the Indigenization Plan. Six of six programs have made commitments to address this goal.																	Complete	Complete

### 2.7.2 Diversity, Equity and Inclusion

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

Outcome: A diverse, equitable and inclusive college that welcomes all.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>ROOF</b>																			
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION</b>																			
a. Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																	≥80%	No data yet
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																	≥88%	No data yet

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOF</b>																		
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION Continued</b>																		
c. Implement Diversity, Equity and Inclusion Strategy	<b>NEW</b> Development of NIC's first Diversity, Equity and Inclusion (DEI) policy continued through Winter 2022. A draft policy is now in the process of review, consultation and approval. The BC Government introduced, in 2022, the Accessible BC Act and Regulation and Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into our DEI strategy and actions going forward. A working group will be established in Fall 2022 to begin development of a college-wide strategy.																Complete	On Track
d. Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	<b>NEW</b> NIC has completed a report that identifies 1) best practices for collecting diversity, equity and inclusion data; 2) recommendations on how to encourage self-reporting and at what stages; and 3) how post secondary institutions are using data to drive services and improve retention of students who are members of the marginalized groups protected from discrimination by the BC Human Rights Code. The BC Government introduced, in 2022, the Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into any data collection activities going forward.																TBD	No data yet

### 2.7.3 Transparency and Accountability

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOF</b>																		
<b>2.7.3 TRANSPARENCY AND ACCOUNTABILITY</b>																		
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	New administrative structures are in place and will be revised as needed – e.g., as has been done in response to the announcement on Student Housing.																Complete	Complete
b. Increase engagement with the North Island Students' Union (NISU)	<b>NEW</b> As an essential partner in supporting students, NISU has been invited to engage and participate in a variety of college committees throughout the year, including but not limited to, policy review, student life planning, and selection committee membership for hiring key roles. This collaboration has resulted in additional partnership opportunities with student events that have further increased student engagement and success for all involved.																Complete	On Track

## 2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations

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

### 2.8.1 Climate and Sustainability

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

Outcome: Climate change education and research.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ENVIRONMENT</b>																		
<b>2.8.1 CLIMATE AND SUSTAINABILITY</b>																		
a. Reduce greenhouse gas emissions	<b>NEW</b> NIC tracks carbon emissions and offsets annually as part of its annual Carbon Neutral Action Report to government. NIC’s greenhouse gas emissions in 2021 were 848 tonnes, down from 963 in 2020, a reduction of 12%. To reach carbon neutrality, NIC pays offsets at \$25 per tonne, or \$21,200 in 2021. NIC will continue to utilize carbon neutral funding to reduce greenhouse gas emissions going forward. A Climate and Sustainability steering committee made up of students, faculty and staff has begun identifying projects that will improve the College’s carbon footprint.																Complete	On Track
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	This project will be implemented through NIC’s Centre for Applied Research, Technology & Innovation (CARTI) and initiatives as set out in NIC’s updated academic plan, Widening Our Doorways 2026, which was finalized in November. Further updates will be available in Fall 2022.																Complete	Not started
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	<b>NEW</b> NIC has joined the the Association for the Advancement for Sustainability in Higher Education (AASHE) which administers the Sustainability Tracking, Assessment and Rating System (STARS), a global sustainability standard for higher education. The College will consider utilizing the STARS benchmarking tools to measure its progress on sustainability.																Complete	Not started

## 2.9 Communities: Our Commitment to the People of the NIC Region

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

### 2.9.1 Serving the People of the Region

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

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>COMMUNITIES</b>																		
<b>2.9.1 SERVING THE PEOPLE OF THE REGION</b>																		
a. Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	<b>NEW</b> Ongoing initiatives set out in Widening Our Doorways 2026 are aimed to address and achieve this target by 2026.																> 31%	Behind

### 2.9.2 Community Engagement

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

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>COMMUNITIES</b>																		
<b>2.9.2 COMMUNITY ENGAGEMENT</b>																		
a. Create community engagement strategy	<b>NEW</b> The Community Engagement framework draft has been completed in consultation with an internal working group. The Community Engagement Strategy draft is anticipated late Fall 2022.																Complete	On Track

## 2.9.3 Social and Economic Development Of The Region

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS	
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W			
<b>COMMUNITIES</b>																			
<b>2.9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>																			
a. Create an Alumni Association	<b>NEW</b> An Alumni relations readiness assessment was completed in March 2022. The resulting report and recommendations were submitted with a request for supporting resources noted for next fiscal year.																	Complete	On Track
b. Increase the number of active community partnerships to enhance programming	<b>NEW</b> In partnership with community, industry, First Nations and local governments, NIC has developed new skills training programs offered in-community.																	12	On Track
c. Increase # of students involved in research projects to greater than 13 students	<b>NEW</b> 13 students were involved in research projects during the 2021/22 academic year. CARTI has secured additional funding to support an increase in student engagement in research projects.																	> 13	On Track



### 3. FINANCIAL INFORMATION

Table 1 below summarizes NIC’s financial results over the past five years. While the COVID-19 pandemic and other funding challenges have negatively impacted the College’s recent financial results, NIC has responded by curtailing expenses where possible to reduce projected deficits. This will aid in the College’s recovery and ensure that any incremental new revenues can be earmarked for NIC’s strategic plan, *BUILD 2026*, initiatives.

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

	FY 21/22	FY 20/21	FY 19/20	FY 18/19	FY 17/18
Total Revenues	\$55,647,837	\$49,206,690	\$51,446,446	\$48,893,904	\$45,481,521
Total Expenses	\$55,590,858	\$50,820,385	\$52,357,861	\$48,838,138	\$45,465,805
Net Surplus (Deficit)	\$56,979	(\$1,613,695)	(\$911,415)	\$55,766	\$15,716
Accumulated Surplus (Net Assets) Balance	\$5,483,093	\$5,426,114	\$7,039,809	\$7,951,224	\$7,895,458

NIC’s most recent audited financial statements are available online at <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

Please see “2.2.2 Finances” on page 15 for a progress update on NIC’s strategic priorities for strong and sound financial management in 2021/22.

# APPENDIX I – ACCOUNTABILITY FRAMEWORK

## PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC’s 2021/22 performance targets, results and assessments for each performance measure included in the Ministry of Advanced Education and Skills Training’s Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* on the Ministry’s website.<sup>8</sup>

NIC achieved or substantially achieved 19 of the 22 assessed Accountability Framework performance measures in the 2021/22 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates, former apprenticeship students; and, bachelor degree graduates. NIC achieved targets for all these measures in 2021/22, as in all prior accountability plan reporting years, affirming continued delivery of high quality, relevant educational programming and training.

NIC also achieved its Total Indigenous Student Spaces target of  $\geq 13\%$  of total domestic student FTEs with 19% Indigenous student FTEs enrolled. Note that the target value is shown as ‘TBI’ in Table 1 because the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada’s Census of Population. Given that Indigenous data for the 2021 Census are scheduled for release in September 2022, NIC plans to update the Total Indigenous Student Spaces target for next year’s Institutional Accountability Plan & Report submission in summer 2023.

The Unemployment Rate performance measure targets for former diploma, associate degree and certificate students; former apprenticeship students; and, bachelor’s degree graduates were all achieved but, for the first time ever, the target for trades foundation and trades-related vocational graduates was not achieved. The assessment is based on a student cohort who completed their program at NIC to coincide with the onset of the first wave of the COVID-19 pandemic. Just under half of respondents who reported being unemployed stated that the main reason they were not working was due to COVID-19. Recalculating the measure to account for these respondents yields an unemployment rate of 9.9% (+/- 4.83% margin of error), a value that would achieve the Unemployment Rate performance measure target of  $\leq 10.4\%$ .

Developmental program FTEs were substantially below the target of 300 FTEs with 214 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 230 FTEs last year. ABE domestic student enrolment continued to decline in 2021/22 – part of a long-term trend seen in B.C.’s public post-

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<sup>8</sup> View AEST’s *Accountability Framework Standards Manual and Guidelines* online at [http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

secondary system that was exacerbated by the COVID-19 pandemic beginning in 2020/21. The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs (Industry Training Authority funded FTEs and international student FTEs are not included), was also not achieved with 1,653 FTEs enrolled toward the 2,373 FTE target. Regional sociodemographic factors such as relatively low levels of preparedness for post-secondary education (just under one-in-five students in the NIC region do not graduate high school compared with one-in-ten for the province overall<sup>9</sup>) and relatively low household incomes (median household income in the Alberni-Clayoquot and Central Coast regional districts of \$55K and \$48K, respectively, compared with \$70K for the province overall<sup>10</sup>) combined with the sheer size of NIC's island/coastal geographic region (80,000 km<sup>2</sup> replete with rural and remote populations accessible only by dirt road, boat or air) present significant, ongoing challenges to achieving the Total Student Spaces performance measure. In light of these and other challenges, NIC welcomes any opportunity to review and discuss FTE performance targets, especially those related to block funding, with the Ministry as it proceeds with its sector-wide public post-secondary funding review. More information can be found in "1.4 COVID-19: Return to On-Campus Learning" on page 5, which provides a 2021/22 enrolment summary for each of NIC's educational areas, including challenges, achievements and future plans.

It is noteworthy that NIC enrolled 949 FTEs in 2021/22 that did not count toward Ministry (non-Indigenous) Student Spaces FTE targets including 280 international student FTEs; 649 Industry Training Authority funded foundation trades, technology and apprenticeship program FTEs; and 21 fourth-year Bachelor of Science in Nursing FTEs enrolled in partnership with Vancouver Island University.

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<sup>9</sup> DataBC. BC Schools - Six-Year Completion Rate. Retrieved from <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate> on January 19, 2022.

<sup>10</sup> Statistics Canada, 2016 Census of Population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/rt-td/inc-rev-eng.cfm> on March 4, 2019.

Table 2, Accountability Framework performance measures, 2021/22 reporting cycle

Performance measure <sup>1</sup>	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,451		2,373	1,653		Not Achieved
Nursing and other allied health programs	244		261	266		Achieved
Developmental	230		300	214		Not Achieved
<b>Credentials awarded<sup>3</sup></b>						
Number	535		≥ 525	516		Substantially Achieved
<b>Indigenous student spaces (FTEs)<sup>4</sup></b>						
Total Indigenous student spaces	399		TBI	397		
Ministry (AEST)	298			300		
Industry Training Authority (ITA)	100			96		
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.7%	2.0%	≥ 90%	93.8%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	94.9%	3.1%		90.8%	4.4%	Achieved
Former apprenticeship students	90.9%	3.7%		95.9%	3.9%	Achieved
Bachelor degree graduates	90.0%	9.3%		N/A	N/A	Not assessed
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.5%	1.5%	≥ 90%	96.0%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	94.9%	3.1%		90.8%	4.4%	Achieved
Former apprenticeship students	93.2%	3.2%		98.0%	2.7%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.8%	1.6%	≥ 85%	90.4%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.9%	3.6%		88.9%	4.3%	Achieved
Former apprenticeship students	87.4%	5.2%		90.2%	5.3%	Achieved
Bachelor degree graduates	88.6%	8.8%		N/A	N/A	Not assessed

Performance measure	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.6%	3.2%	≥ 90%	90.3%	2.7%	Achieved
Trades foundation and trades-related vocational graduates	90.1%	5.6%		82.5%	7.6%	Achieved
Former apprenticeship students	94.7%	3.5%		90.5%	6.7%	Achieved
Bachelor degree graduates	95.0%	6.8%		100.0%	0.0%	Achieved
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.8%	2.6%	≤ 10.4%	3.4%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	14.5%	5.8%		18.5%	6.3%	Not Achieved
Former apprenticeship students	10.7%	4.2%		14.3%	6.9%	Achieved
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Achieved



Table 3, Accountability Framework performance measures, 2021/22 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	89.8%	1.6%	≥ 85%	90.4%	1.8%	Achieved
Written communication	89.2%	2.5%		91.1%	2.0%	
Oral communication	88.5%	2.6%		89.4%	2.1%	
Group collaboration	89.9%	2.3%		89.3%	2.0%	
Critical analysis	91.6%	2.0%		95.1%	1.3%	
Problem resolution	90.9%	2.2%		87.6%	2.1%	
Learn on your own	89.5%	2.3%		89.6%	1.9%	
Reading and comprehension	90.4%	2.2%		92.4%	1.7%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.9%	3.6%	≥ 85%	88.9%	4.3%	Achieved
Written communication	80.8%	9.2%		80.4%	9.3%	
Oral communication	86.8%	6.5%		83.3%	7.7%	
Group collaboration	90.4%	4.3%		86.4%	5.1%	
Critical analysis	93.7%	3.5%		94.3%	3.5%	
Problem resolution	92.2%	4.1%		90.9%	4.3%	
Learn on your own	93.7%	3.5%		88.8%	4.7%	
Reading and comprehension	94.7%	3.2%		94.2%	3.6%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.4%	5.2%	≥ 85%	90.2%	5.3%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	80.8%	8.5%		N/A	N/A	
Group collaboration	85.0%	5.1%		91.5%	5.7%	
Critical analysis	90.6%	3.9%		92.0%	5.2%	
Problem resolution	85.4%	4.9%		89.8%	6.0%	
Learn on your own	88.4%	4.2%		90.0%	5.8%	
Reading and comprehension	90.6%	3.9%		91.7%	5.6%	

Performance measure	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	88.6%	8.8%	≥ 85%	N/A	N/A	Not Assessed
Written communication	90.0%	9.3%		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	90.0%	9.3%		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	90.0%	9.3%		N/A	N/A	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	< 90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

### Notes for Tables 2 and 3

N/A - Not Assessed

TBI - Institutions are required to include their target and assessment.

<sup>1</sup> Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

<sup>2</sup> Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year. Only Ministry funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

<sup>4</sup> For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> Results from the 2021/22 reporting year are based on 2021 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> As of the 2020/21 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

# APPENDIX II – IMPLEMENTATION OF MINISTRY MANDATES AND DIRECTIVES

## Mandate Letter 2021/22: Report

This section provides specific examples of how NIC has worked toward achieving priorities in NIC’s 2021/22 Mandate Letter from the Minister of Advanced Education and Skills Training.

<b>Priority 1</b>
Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.
<b>Achievements</b>
<ul style="list-style-type: none"> <li>Please see “1.4 COVID-19: Return to On-Campus Learning” on page 5.</li> </ul>
<b>Priority 2</b>
Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID -19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
<b>Achievements</b>
<p><b>Economic recovery programming</b></p> <ul style="list-style-type: none"> <li>NIC secured \$6.3M in one-time funding in 2021/22 to enroll 435 domestic student FTEs (19% of domestic student FTEs) in in-community economic recovery programming. Highlights can be found in “1.4 COVID-19: Return to On-Campus Learning” on page 5 and “Appendix III – Implementation of the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples” on page 46.</li> </ul> <p><b>Micro-credentials</b></p> <ul style="list-style-type: none"> <li>In response to regional labour market needs, NIC delivered 36 customized short-term and micro-credential programs in 2021/22, up from 29 in 2020/21.</li> <li>Seventy-six percent of respondents to NIC’s winter 2022 learner outcome survey of micro-credentials funded by AEST in fall 2020 reported that their micro-credential improved their employment options; of those taking further education, 71% reported that their micro-credential improved their education options.</li> <li>Please see “2.5.3 Self-Directed and Customized Learning” on page 21.</li> </ul> <p><b>Co-op, work-integrated learning and career planning</b></p> <ul style="list-style-type: none"> <li>NIC enrolled 231 FTEs in co-op and work-integrated learning opportunities in 2021/22, a 16% increase (31 FTEs) from 2020/21.</li> <li>Please see “2.5.2 Community-Connected Learning” on page 21.</li> </ul>

### **High-demand occupations**

- Please see “1.4 COVID-19: Return to On-Campus Learning” on page 5.

### **Health-seat expansion**

- NIC increased seats in Health Care Assistant Partnership Pathway programs aligned with regional health career access program needs in 2021/22 with 65 domestic student FTEs enrolled, a six-fold increase from 2020/21.
- Please see “1.4.2 Health and Human Services” on page 6.

### **K-12 transitions and dual credit programming**

- NIC enrolled 110 dual credit student FTEs in 2021/22, an increase of 13% (13 FTEs) from 2020/21.
- Please see “2.4.3 Pathways to Learning” on page 19.
- Please see “2.9.1 Serving the People of the Region” on page 28.

### **Initiatives to support vulnerable and underrepresented groups**

- Nineteen students accessed the tuition waiver program for former youth in care in 2021/22, up from 15 in 2020/21.
- NIC continued to strongly advocate on behalf of former youth in care in 2021/22, supporting appeals regarding the tuition waiver program when appropriate.
- NIC’s Senior Financial Aid Officer joined the provincial group in 2021/22 to support and share best practices for connecting with former youth in care.
- NIC implemented internal training to provide ‘one-stop service’ for former youth in care students at all four campuses in 2021/22. One-stop service includes financial aid, advising and support along with the tuition waiver process.
- New initiatives to better support former youth in care in 2021/22 included connecting to community supports including the Ministry of Children and Family Development and social workers. A social media campaign is planned for spring 2022 to support fall term enrolment.
- Please see “1.4.4 Adult Upgrading and Accessible Learning” on page 7.
- Please see “2.7.2 Diversity, Equity and Inclusion” on page 25.

### **Participate in the Ministry-Led Campus Navigator Community of Practice**

- NIC students have access to Indigenous Education Navigators at all four campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related needs.
- NIC successfully secured one-time funding in 2021/22 for a new navigator position to support adult basic education student transitions to post-secondary with wrap-around supports and targets in trades and early childhood care and education programs.

### Student Safety and Well-being

- NIC successfully participated in the Ministry’s Sexual Violence Perception survey in winter 2022 and awaits further direction from the Ministry on next steps.
- NIC’s Sexual Violence Education Team worked on several initiatives in 2021/22 to support the College’s sexualized violence prevention and response policy.
  - NIC’s sexualized violence prevention and response website<sup>11</sup> was updated in summer 2021 to include more information and supports for students impacted by sexualized violence.
  - NIC collaborated with College of the Rockies and Selkirk College in winter 2022 to present three workshops for students and employees from all three institutions: 1) Bystander Intervention, 2) Supporting Survivors and 3) Consent Training.
  - A sexual violence prevention and response training module for all employees is currently being developed; this training will be added to new employee orientation as a mandatory part of on-boarding.
- NIC launched *CARE*<sup>2</sup>, its first student mental health and well-being action plan, in 2021/22. The plan aligns with NIC’s *BUILD 2026* strategic plan as well as NIC’s Indigenization plan, Working Together, both of which commit to supporting students and creating a culture of care and compassion. Informed by the *National Standard of Canada for Mental Health and Well-being for Post-Secondary Students*, the *CARE*<sup>2</sup> Plan provides a comprehensive framework which highlights the many opportunities and initiatives that are already offered at NIC while also identifying areas for improvement.
- An Equity, Diversity and Inclusion (EDI) working group was established in fall 2021 with the goal of creating NIC’s first EDI policy. The first draft of the policy will be ready for NIC community feedback in spring 2022.
- With the support of grant funding, NIC hired a well-being strategist in 2021/22 to promote a culture of health and well-being on campus.
- NIC filled a new Indigenous counsellor position 2020/21 to provide Indigenous healing approaches and methods, and further establish Indigenous community relationships for student support.
- Please see “2.3.1 Student Well-Being” on page 17.

### Priority 3

Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

### Achievements

#### Cross-government and stakeholder collaboration

- NIC remains committed to supporting cross-government and stakeholder collaboration to achieve mandate priorities where education, innovation and equity play a role, and that build upon government’s CleanBC strategy as evidenced in the following bullets.

<sup>11</sup> View NIC’s sexualized violence prevention and response website at <https://www.nic.bc.ca/student-life-support-services/student-wellness/sexual-violence-misconduct-support/>.

## Anti-racism

- Please see “2.7.2 Diversity Equity and Inclusion” on page 25.
- Please see “Appendix III – Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples” on page 46.
- NIC’s Indigenization plan, *Working Together*,<sup>12</sup> defines numerous priorities, goals and actions broadly and specifically committed to anti-racism awareness, prevention and response. Co-launched on June 21, 2022 with NIC’s strategic plan, *BUILD 2026*,<sup>13</sup> year-one highlights include:
  - Goal 4.1: Develop and incorporate a multi-tiered local core competency training experience.
    - Development of core competency training to increase understanding of reciprocity and insight into the local context and history of First Nations on whose traditional territories NIC’s campuses are located is underway.
    - Three of seven modules are complete and, once they are finished, the training will be offered to all employees with multiple entry points throughout the year.
    - The training will be integrated into the orientation package for all new employees and NIC’s Indigenous Curriculum Sub-Committee will facilitate the integration of the training into college courses and programs.
  - Action 4.5.2: Website to include tools for addressing racism in the classroom.
    - NIC’s Indigenization resource website has been launched at <https://nicresources.opened.ca/>. Work on adding anti-racism tools is underway in collaboration with NIC’s Center for Teaching and Learning Innovation.
  - Action 5.1.1: Create process for Indigenous employees to self-identify.
    - NIC’s Indigenous Education Team is providing consultation to Human Resources as they work to create this process.
  - Action 6.3.3: Create supports and education around cultural safety, racism and diversity.
    - A joint session of NIC’s Leadership Team and NIC’s Indigenous Education Team was held in March 2022 to explore racism within the college community.
    - Offered a series of Truth and Reconciliation dialogues to allow for staff, faculty and administration to gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other. Topics included systemic racism and white privilege. The goal was to create spaces for constructive conversation centered around Reconciliation and Reconcili-Action. The objective was to support collective and/or individual commitment to action items identified during each gathering.
- NIC continues to include *Brave Space* events for students and employees to inform and engage participants in topics including white privilege, ableism and gender-based violence. These events include panels with diverse representation.
- NIC’s Port Alberni campus welcome sign has been written in three languages – English, French and Nuu-chah-nulth – to indicate that all are welcome and to show respect for place and the diversity of our campus community. Student Affairs and Indigenous Education have developed a proposal to be presented to Leadership Team in 2022 to include prominent territorial signage and acknowledgement on all NIC campuses.

<sup>12</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

<sup>13</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.



### **Indigenization**

- Please see “2.5.1 Indigenous-led Education” on page 20.
- Please see “2.7.1 Reconciliation” on page 25.
- Please see “Appendix III – Implementation of The TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples” on page 46.

### **Climate action**

- Please see “2.8.1 Climate and Sustainability” on page 27.

### **Post-Secondary Funding Review**

- NIC is eager to continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians. Members of the NIC executive are scheduled to meet with Ministry Funding Formula Review Project representatives in June 2022 and will provide initial written submissions for phase one targeted sector engagement by the end of June.

### **Tuition Policy**

- NIC complied with the Province’s two percent cap on tuition and mandatory fee increases in 2021/22 and will continue to submit annual tuition and mandatory fees data to the Ministry.

### **Digital Services**

#### 1) EducationPlannerBC (EPBC)

- NIC has implemented the EPBC XML application and high school transcript exchange services with continued plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the College. The EPBC XML application development project and gender identity panel have been implemented.
- Initiatives underway and future plans include:
  - plans to implement the EducationPlannerBC 3.0 application platform, and
  - process documentation for implementation of micro-credentials.

#### 2) Digital tools for learning

- NIC is in the process of upgrading its learning management system from Blackboard Learn to Brightspace. The move to a new platform has provided an opportunity for redesigning courses with improved levels of accessibility, integration of supportive learning technologies as well as leveraging new features and functions to enhance the student learning experience. Implementation is scheduled for completion in fall 2022.
- Please see “2.4.2 Learning and Services” on page 19.

#### 3) Enhance cybersecurity measures

- NIC participated in the following external security services in 2021/22:
  - BCNET/CANARIE Cybersecurity Initiatives Program
    - Implemented the Domain Name System through the Canadian Internet Registration Authority
    - Implemented Intrusion Detection System
    - Attend monthly Canadian Shared Security Operations Centre (CanSSOC) Higher Education Security Sessions
    - Implementing CanSSOC threat feed service

- Participated in BCNET coordinated incident response projects:
  - Multimedia Integrated Network by Radio Access Innovation (Mirai) Incident Response Plan
  - Blackrock incident response training
- Implementing BCNET Security Incident and Event Management as a Service (SIEMaaS)
- Participating in Canadian University Council of Chief Information Officers (CUCCIO) Cybersecurity Benchmarking Project
- Continued use and refinement of processes related to:
  - Juniper Sky ATP cloud-based solution
  - Microsoft A5 Advanced Threat Protection cloud
- Please see “2.2.3 Information Technology” on page 15.

## Letter of Direction 2022/23: Plan

This section provides specific examples of how NIC plans to address priorities in NIC's *Letter of Direction* from the Minister of Advanced Education and Skills Training for 2022/23.

Priority 1
Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: <ul style="list-style-type: none"><li>• Working to align education and skills training to goals of the B.C. Economic Plan.</li><li>• The Future Ready: Skills for the Jobs of Tomorrow plan.</li><li>• The upcoming funding formula review.</li></ul>
Achievements
<p><b>Work to align education and skills training to goals of the B.C. Economic Plan</b></p> <ul style="list-style-type: none"><li>• Education and skills training at NIC are well aligned with the <i>StrongerBC Economic Plan</i> as evidenced below. The College remains committed to making progress on the plan's central goals and missions in future years.</li></ul> <p><b>Supporting people and families</b></p> <ul style="list-style-type: none"><li>• Please see "1.4.2 Health and Human Services" on page 6.</li><li>• Please see "2.1.1 Healthy and Productive Workplaces" on page 13.</li><li>• Please see "2.1.2 People Development" on page 13.</li><li>• Please see "2.2.4 Integrated Enrolment" on page 16.</li><li>• Please see "2.3.1 Student Well-Being" on page 17.</li><li>• Please see "2.3.2 Student Support and Persistence" on page 17.</li><li>• Please see "2.4.1 Program Entry" on page 18.</li><li>• Please see "2.4.2 Learning and Services" on page 19.</li><li>• Please see "2.4.3 Pathways to Learning" on page 19.</li><li>• Please see "2.5.3 Self-Directed and Customized Learning" on page 21.</li><li>• Please see "2.6.2 Marketing &amp; Recruitment" on page 24.</li><li>• Please see "2.9.1 Serving the People of the Region" on page 28.</li></ul> <p><b>Building resilient communities</b></p> <ul style="list-style-type: none"><li>• Please see "2.1.3 Employee Engagement and Collaboration" on page 14.</li><li>• Please see "2.2.3 Information Technology" on page 15.</li><li>• Please see "2.2.5 Campuses and Centres" on page 16.</li><li>• Please see "2.5.2 Community-Connected Learning" on page 21.</li><li>• Please see "2.5.4 Global Learning" on page 22.</li><li>• Please see "2.5.5 Program Response and Renewal" on page 23.</li><li>• Please see "2.9.2 Community Engagement" on page 28.</li><li>• Please see "2.9.3 Social and Economic Development of the Region" on page 29.</li></ul> <p><b>Advancing True, Lasting &amp; Meaningful Reconciliation with Indigenous Peoples</b></p> <ul style="list-style-type: none"><li>• Please see "2.5.1 Indigenous-led Education" on page 20.</li><li>• Please see "2.7.1 Reconciliation" on page 25.</li><li>• Please see "2.7.2 Diversity, Equity and Inclusion" on page 25.</li><li>• Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples" on page 46.</li></ul> <p><b>Meeting B.C.'s climate commitments</b></p> <ul style="list-style-type: none"><li>• Please see "2.8.1 Climate and Sustainability" on page 27.</li></ul>

### Fostering Innovation across our economy

- NIC's Centre for Applied Research, Technology and Innovation (CARTI) has received \$678,656 in grant funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) for four research projects, focused on futureproofing seafood production with B.C. coastal communities. The funding will support the creation of research positions for 18 students who will work on projects including developing new food products from seaweed and investigating the feasibility of new affordable ocean sensors. All projects are developed in collaboration with local partners to support their innovation needs.
- Additional ongoing CARTI innovation projects include:
  - working closely with Indigenous communities on the Central Coast to evaluate the feasibility of growing geoduck – a sustainable fishery that aligns with traditional values;
  - working with oyster growers to develop new technologies that will result in increased product yield, fewer mortalities, increased production efficiency and greater safety for workers;
  - investigating new uses of artificial intelligence and virtual reality tools to support Indigenous language revitalization and education; and,
  - collaborating with local organizations to reflect upon the current toxic drug crisis and imagine new ways of moving forward.

### Future Ready: Skills for the Jobs of Tomorrow plan

- NIC participated in the *BC Colleges Future Ready Skills Plan Engagement* initial submission to the Ministry in May 2022 and will contribute to growing college sector impact by:
  - expanding dual credit opportunities with school districts to help students move into post-secondary studies or the workplace faster, with relevant skills;
  - delivering more micro-credentials as a solution to the rapid upskilling that will be key to ensuring that individuals have continued access to economic opportunity and that businesses have access to the talent they need for the jobs of the future;
  - offering more work-integrated learning (WIL) in partnership with local businesses, ensuring learners gain relevant 'on the job training' while helping employers become more productive and innovative; and
  - supporting a higher transition of international students from post-secondary education to become immigrants in way that more effectively meets B.C.'s regional labour market needs. (BC Colleges, 2022, p. 30)

NIC will continue to collaborate with BC Colleges and provide support for further input to inform the *Future Ready: Skills for the Jobs of Tomorrow* plan.

- As an institution with 29% of domestic student FTEs enrolled in trades training in 2021/22, NIC supports the four pillars specified in *Trades Training BC's Initial Submission on the Future Ready Skills Plan* submitted to the Ministry in May 2022:
  - 1) increasing seats in targeted high demand trades,
  - 2) establishing supply cost supplements for additional seats,
  - 3) increasing participation and success of under-represented groups, and
  - 4) ensuring that trades training has a green focus.

NIC will provide support to Trades Training BC and the BC Association of Trades and Technical Administrators to further inform the *Future Ready: Skills for the Jobs of Tomorrow* plan.

- Colleges are essential to B.C.'s workforce and economic future. NIC acknowledges its role, along with other B.C. colleges, as a partner in educating the next generation of skilled workers and developing the talented, innovative and adaptable learners that B.C.'s economy requires including those under-represented in post-secondary education and the labour market.

### **Funding formula review**

- NIC will continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians. As of June 22, NIC has initiated planning and preparation for the review process and is participating in phase one targeted engagement with Ministry stakeholders.

### **Priority 2**

Contribute to Ministry engagement on upcoming initiatives, including:

- supporting the implementation of Skilled Trades Certification,
- the Ministry's sexualized violence policy review, and
- further tech-relevant seat expansions.

### **Achievements**

#### **Support the implementation of skilled trades certification**

- NIC delivered foundation trades and apprenticeship programming with pathways to seven of the ten trades currently selected for skilled trades certification in B.C. and is keen to support successive stages of this initiative to enhance wage equity, level the employment playing field and build secure, resilient careers for trades workers across the province:
  - Gasfitter A & B
  - Steamfitter/Pipefitter
  - Electrician (construction)
  - Industrial Electrician
  - Heavy Duty Equipment Technician
  - Automotive Service Technician
  - Autobody and Collision Technician
- Please see "1.4.1 Trades and Technical" on page 5.

#### **Sexualized violence policy review**

- Please see "Student Safety and Well-being" in "Mandate Letter 2021/22: Report" on page 39.

#### **Tech-relevant seat expansion**

- NIC enrolled 400 FTEs in tech-relevant programs over the past five years including 82 FTEs in 2021/22. The College looks forward to expanding tech-relevant programming in collaboration with the Ministry in the future, prioritizing regional access as well as increasing the participation of Indigenous students, women and other under-represented groups.
- NIC's tech-relevant digital design and development programs rebranded with industry-informed curriculum revisions in 2020/21 achieving record enrolment that was exceeded in 2021/22 by 24% with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs). Digital development and design programs continued to offer students applied learning experiences, including opportunities to develop 'real' applications and platforms. One such app, designed for NIC's Faculty of Trades and Technical Programs, will be used to track, report and evaluate apprenticeships and work-integrated learning.

## APPENDIX III – IMPLEMENTATION OF THE TRC CALLS TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

This section reports on NIC’s progress toward implementing the Truth and Reconciliation Commission of Canada’s education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples*.

TRC CALLS TO ACTION <sup>14</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>15</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required. If there is no relevant program/initiative show as N/A.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<u>Culturally appropriate curriculum</u> <ul style="list-style-type: none"> <li>• Revitalization of curriculum to better reflect Indigenous ways of knowing and being. Changes include the use of more authentic textbooks and assigned readings, assessment that better reflects Indigenous ways of knowing and the integration of experiential and place-based learning.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Integration of cultural awareness and sensitivity in the certificate and diploma programs. Faculty utilize course resources such as textbooks, videos and assigned readings that reflect both the historical and contemporary experiences of First Nations people living in Canada.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Students are gifted with the booklet <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in a series of ceremonies with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
Ongoing	<u>Student supports</u> <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Access to Indigenous counsellors for academic and personal counselling needs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Working with the Southern and Central region Nuu-chah-nulth Nations to reserve digital seats for students from remote communities. Students will be able to access the Education Assistant and Community Support with Indigenous Focus Certificate program without leaving</li> </ul>

<sup>14</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>15</sup> New initiatives start in the current reporting year and have not been previously reported on.



Ongoing	<p>their communities and NIC supports them in finding practice placements in their home communities.</p> <ul style="list-style-type: none"> <li>• Elders in Residence deliver cultural teachings through guest speaking in the certificate and diploma programs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Guest speakers with Indigenous backgrounds support the work students are doing in the classrooms.</li> </ul>
Ongoing	<p><u>Cultural awareness workshops</u></p> <ul style="list-style-type: none"> <li>• The Village Workshop is facilitated for students annually and supported by NIC’s Elders in Residence. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• NIC’s human services, health care assistant, and early childhood care and education departments collaborate annually to take part in first contact and Nuu-chah-nulth cultural regalia workshops hosted by local experts.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• A cedar weaving workshop hosted by a local Nuu-chah-nulth expert weaver has been delivered annually for the past eight years and is expected to continue. This workshop highlights aspects of Indigenous worldview in which everything is connected. Students learn from a facilitator and then teach each other based on their comfort levels.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• The KAIROS Blanket Exercise will be offered virtually in spring 2022 to all students in the Human Services department.</li> </ul>
	<p><u>Faculty supports</u></p>
Ongoing	<ul style="list-style-type: none"> <li>• Faculty sharing of resources and upcoming training opportunities.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• NIC has approval from the B.C.’s Office of the Human Rights Commissioner to give preference to hiring of people with Aboriginal ancestry for positions within the Educational Assistant/Community Support Indigenous focused certificate program who will provide valuable support to faculty in all programs.</li> </ul>

## 12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	<p><u>Culturally appropriate curriculum</u></p> <ul style="list-style-type: none"> <li>• Curriculum based on the B.C. Early Learning Framework and the Indigenous Early Learning and Child Care Framework and the First Peoples Principles of Teaching and Learning.</li> <li>• Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness and spiritual health in curriculum.</li> <li>• Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.</li> <li>• More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions.</li> <li>• Received increased funding support from the Early Childhood Pedagogy Network (ECPN), an initiative within ChildCareBC's strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children's knowledge and skills within their local contexts and times.</li> <li>• Collaborated with a faculty member who is also a pedagogist in the First Nations Pedagogies Network (FNPN) through its partnership with the BC Aboriginal Child Care Society who are envisioning the role of the 'pedagogist' in Indigenous terms.</li> <li>• <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.</li> <li>• All students are gifted with <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> <li>• More intention placed on the inclusion of Indigenous authors and artists perspectives in required readings across multiple courses.</li> <li>• Increased Indigenous practicum placement opportunities.</li> <li>• NIC's library created a collection of Indigenous children's stories and resources available through community memberships to practicum placements and others connected to the Early Childhood Care &amp; Education program.</li> </ul> <p><u>Student supports</u></p> <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students.</li> <li>• Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous.</li> <li>• Access to Indigenous counsellors for academic and personal counselling needs.</li> <li>• Strengthened work-integrated learning options to support student practice in home communities.</li> <li>• Work-based practicums created to support students staying in early learning employment while completing credential.</li> <li>• Elders in Residence and indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.</li> </ul> <p><u>Cultural awareness workshops</u></p> <ul style="list-style-type: none"> <li>• Students and faculty participated in the KAIROS Blanket Exercise based on using Indigenous methodologies with the goal to build understanding about the shared histories of Indigenous and non-Indigenous peoples in Canada.</li> </ul>
Ongoing	
Ongoing	
Ongoing	
New   Implemented	
New   Implemented	
New   Implemented	
Ongoing	
Ongoing	
Ongoing	
New   Implemented	
New   Implemented	
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New   Implemented	
New   Implemented	
Ongoing	
Ongoing	
Ongoing	
New   Implemented	
Ongoing	
Ongoing	
New   In Progress	

New   Implemented	<ul style="list-style-type: none"> <li>The ECCE Advisory Committee meeting acknowledged in June 2021 the Call to Action for the unmarked burial site of the Kamloops Residential School by sharing out resources supplied by the department across their networks and in November 2021 through the lens of National Child Day in Canada.</li> </ul>
Ongoing	<p><u>Faculty supports</u></p> <ul style="list-style-type: none"> <li>Membership in the British Columbia Aboriginal Child Care Society.</li> <li>Faculty engage in professional development in First Nation history, culture and traditions including the use of the open textbook, <i>Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</i>, by BCcampus.</li> <li>Professional development topics focused on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> <li>Successful application for a CARE grant resulted in a faculty study of the book: Chávez, A.F., Longerbeam, S.D. (2016). <i>Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching</i>. Stylus Publishing.</li> <li>Acquisition of resources related to equity literacy and socio-cultural strengths and the purchase of a collection of related children’s books for students to use in their practicums.</li> </ul>
Ongoing	
Ongoing	
Ongoing	
New   Implemented	

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

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

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Implemented	<ul style="list-style-type: none"> <li>Enrolled 59 domestic student FTEs in Indigenous language courses in 2021/22.</li> <li>Nine ABE-level course sections in Nuu-chah-nulth and Kwak’wala were delivered via digital delivery.</li> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht First Nation and Quuquutsa Language Society via digital delivery.</li> <li>Indigenous Language Fluency Certificate in Kwak’wala language offered in partnership with Kwakiutl First Nation via digital delivery. This cohort is participating in an international field school at Kapiolani College in Hawaii to explore their language revitalization programs and what it means to be “Indigenous serving.”</li> </ul>
New   Implemented	
New   Implemented	
New   Implemented	

### 23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats have been allocated in all NIC’s base funded health programs:               <ul style="list-style-type: none"> <li>○ Bachelor of Science in Nursing (three seats),</li> <li>○ Practical Nursing Diploma (two seats), and</li> <li>○ Health Care Assistant Certificate (two seats).</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation is gifted to all Health Care Assistant (HCA) students. An Elder is invited to meet with the students and speak to the context and significance of the Truth and Reconciliation Commission’s work and the significance for health care work.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• Provided an opportunity for HCA students to participate in The Virtual KAIROS Blanket Exercise (<a href="http://www.kairosblanketexercise.org">www.kairosblanketexercise.org</a>) through live online delivery.</li> </ul>

### 24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><u>Bachelor of Science in Nursing (BSN)</u></p> <ul style="list-style-type: none"> <li>• NIC offers a four-year Bachelor of Science in Nursing program (BSN) in collaboration with Vancouver Island University (VIU), our degree-granting partner.</li> </ul>
Ongoing	<p><u>Concept-based Curriculum</u></p> <ul style="list-style-type: none"> <li>• Curriculum focuses on equity and social justice as part of understanding people’s experiences of health and healing. Emphasis is placed on the importance of diverse ways of knowing for nursing practice. Analysis of power relations and exposure to critical theories are foundational perspectives in teaching and learning within the program. Core concepts, woven throughout student learning experiences, support future registered nurses in knowing-being-doing nursing in a good way that aligns with the TRC Calls to Action. These curricular concepts include (but are not limited to) diversity, emancipation, social equity, cultural safety, relational competence, ethics and resilience.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Indigenous perspectives and pedagogies are integrated throughout the curriculum as described in the following:               <ul style="list-style-type: none"> <li>○ Having guests and Elders in Residence attend classes. Elders are embedded in the relational practice courses.</li> <li>○ Community-based practice opportunities that include Indigenous organizations, health professionals and/or clients.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Inclusion of Indigenous stories, experiences and perspectives through guest speakers and media resources in multiple courses.</li> <li>○ Including Indigenous knowledge as a way of knowing in NIC’s nursing inquiry course, recognizing, validating and including Indigenous scholarship in its own right.</li> <li>○ Using Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences.</li> <li>○ Including Indigenous authors’ perspectives on multiple topics and including required readings from Indigenous authors in multiple courses.</li> <li>○ Required textbook in all four years of the program: Greenwood, M., deLeeuw, S., Lindsay, N., &amp; Reading, C. (Eds.). (2015). <i>Determinants of Indigenous Peoples' Health in Canada: Beyond the Social</i>. Canadian Scholars’ Press.</li> </ul>
Ongoing	<p><u>Strategic Planning</u></p> <ul style="list-style-type: none"> <li>● NIC’s and VIU’s joint strategic plan 2018-2023 identifies reconciliation in our ways of being and leading as a key goal by doing the following: <ul style="list-style-type: none"> <li>○ Intentional engagement with community and First Nations partnerships that help lead and direct our work.</li> <li>○ The Indigenous people of the land we live and work on will feel included in and reflected by our curriculum.</li> <li>○ Indigenous ways of knowing and connection to the land will be integral in healing ourselves, our communities and our environment in a way that benefits us all.</li> </ul> </li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>● NIC and VIU began to develop additional goals and initiatives in 2021/22 related to advancing diversity, inclusion and equity, particularly pertaining to Indigenous students, faculty members, patients and communities. Work has started to update and expand our goals and tactics to demonstrate action. Examples include exploration of innovative teaching strategies, creating welcoming classroom environments and better understanding of how to support students and/or faculty experiencing racism.</li> </ul>
New   Implemented	<p><u>Teaching and Learning Experiences</u></p> <ul style="list-style-type: none"> <li>● With support from a CARE grant, the BSN Department and NIC Elders in partnership with the K’ómoks First Nation and Knoxosla (wise teachers) hosted an Indigenous-led wellness day for BSN nursing students and faculty in September 2021.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>● In November 2021, all first-year and third-year students participated in Building Bridges Through Understanding the Village; this event is offered annually for the BSN program. During this experiential workshop participants explore their own personal role in supporting the revival of the values that worked so beautifully in Indigenous villages for thousands of years. The effects of residential schools and Canada’s policy of assimilation on Indigenous communities are explored in depth.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>● Faculty attended the Canadian Nurses Association (CNA) First National Summit on Racism in Nursing and Health Care virtually in November 2021.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>● In February 2022, BSN faculty with a team of partners including local Indigenous communities, submitted a CCSIF grant proposal titled <i>Learning Our Way: Learning Circles for Transformative Reconciliation in Health Professional Education and Practice</i>. This project intends to support the development, implementation and evaluation of an Indigenous-led, land-based pedagogy for health professionals that respects and is inclusive of Indigenous community standards and cultural protocols, First Nations Health Authority standards and health professional practice and educational standards.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>● NUR-410: Health and Wellness in First Nations Communities with a field school in Wuikinuxv is an elective offered annually.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>● Following Indigenous pedagogical processes, focused on relational accountability and ecological reciprocity, learners will engage in inquiry discussion, ceremony and land-based</li> </ul>

	learning, through both online and in-person (field school) experiences. Topics include contemporary and colonial intersections of health, wellness, reconciliation and cultural safety. Community RN's may also attend.
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**28: LAW SCHOOLS**

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

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
N/A	

**57: PUBLIC SERVANTS**

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

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
New   Implemented	<ul style="list-style-type: none"> <li>Offered a series of Truth and Reconciliation dialogues to allow for staff, faculty and administration to gain a better understanding of each other's perspectives, encourage critical thinking and learn from each other. Topics included systemic racism and white privilege. The goal was to create spaces for constructive conversation centered around Reconciliation and Reconcili-Action. The objective was to support collective and/or individual commitment to action items identified during each gathering.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as supports and services for students.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house truth and reconciliation resources.</li> </ul>



## 62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## 86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## 92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>New   Planned</p> <p>New   In Progress</p> <p>New   Planned</p>	<ul style="list-style-type: none"> <li>• Exploring development of a program in Indigenous administration.</li> <li>• Program reviews are in progress for all business credentials (post-degree, bachelor’s, diploma and certificate) with action plans to support curriculum Indigenization.</li> <li>• NIC’s School of Business will be mandating the completion of an Indigenous content course for all undergraduate diploma programs. Students may take additional Indigenous content courses via program electives if available. The need for Indigenous and intercultural competency is one of the Bachelor of Business Administration programs learning outcomes. Business students may choose from Indigenous content courses in Aboriginal leadership, anthropology, English, global studies, history or sociology.</li> </ul>

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

### Article 14

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

### Article 15

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

### Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NIC works with Indigenous communities, regional advisory committees and the Indigenous Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.</p> <p><u>Indigenous Education Council (IEC)</u></p> <ul style="list-style-type: none"> <li>• The IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction to the NIC community in all matters relating to NIC's vision, mission and strategic directions, namely:               <ul style="list-style-type: none"> <li>○ guidance in developing and implementing the Aboriginal Service Plan, including the finalized plan and priority approval;</li> <li>○ responsive curriculum;</li> <li>○ student access, retention and success;</li> <li>○ in-community programming transition support;</li> <li>○ being an active community partner;</li> <li>○ developing, strengthening and expanding strategic partnerships;</li> <li>○ raising awareness about post-secondary education throughout the region; and,</li> <li>○ strengthening NIC employees' skills to support the CIGan Indigenous Education Protocol for Colleges and Institutes.</li> </ul> </li> </ul>
Ongoing	<p><u>Regional advisory committees</u></p> <ul style="list-style-type: none"> <li>• NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to:               <ul style="list-style-type: none"> <li>○ identify local education and training priorities, and</li> <li>○ advise on local community development and economic development plans.</li> </ul> </li> </ul>

	<u>Indigenous employees</u>
Ongoing	<ul style="list-style-type: none"> <li>• NIC maintains its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>○ Executive Director of Indigenous Education,</li> <li>○ Indigenous Education Navigators,</li> <li>○ Elders in Residence, and</li> <li>○ faculty in Indigenous programming.</li> </ul> </li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• NIC expanded its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>○ Indigenous Counsellor and</li> <li>○ Manager of Indigenous and Regional Partnerships.</li> </ul> </li> </ul>
	<u>Working Together: NIC's Indigenization Plan</u>
Ongoing	<ul style="list-style-type: none"> <li>• NIC's first ever Indigenization plan, <i>Working Together – North Island College Indigenization Plan 2021-2026</i>, was approved by the IEC in June 2021 and launched on June 21st in recognition of National Indigenous Day. The plan signifies NIC's commitment to become more Indigenous serving, laying out steps to answer the education-related <i>TRC Calls to Action</i> and <i>United Nations Declaration of Rights for Indigenous People</i>, and building on the vision of <i>the College and Institutes Canada Indigenous Education Protocol</i>, signed by NIC in 2015. Over the past two years, more than 150 Indigenous community members, Elders, IEC members, NIC employees and students have used the protocol as a framework to develop detailed goals and actions. The resulting plan confirms NIC's commitment to reconciliation with actions that integrate and honour local Indigenous cultures, histories, languages and ways of knowing and being in NIC curriculum, teaching, planning and operations. NIC will provide a progress report to the IEC and NIC community in June 2022.</li> </ul>
	<u>First Nations partnership programs</u>
New   Implemented	<ul style="list-style-type: none"> <li>• Early Childhood Care and Education delivered in partnership with Nuuchahnulth Employment and Training Program (NETP).</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Health Care Assistant and Pre-Health Block developed with Tla-o-qui-aht First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Level One Carpentry delivered in partnership with NETP.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Heavy Equipment Operator Certificate developed with Wuikinuxv First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Construction Trades pathway, providing hands-on and theory training in carpentry, plumbing and electrical trades, was developed and delivered in partnership with NETP and the Industry Training Authority.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Indigenous Language Fluency Certificate (two intakes) delivered in partnership with Kwakiutl Band Council and Ehattesaht First Nation, respectively.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Awi'nakola land-based learning Indigenous language program delivered at Mixelakwila campus in Port Hardy.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Indigenous Ecotourism Training developed and delivered in partnership with Vancouver Island University and the Heiltsuk Tribal Council.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Coastal Forest Worker Certificate delivered in partnership with Homalco First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Aquaculture Technician training delivered in partnership with the Coastal Restoration Society.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Fisheries Adult Basic Education pathway developed and delivered in partnership with Ehattesaht First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Farm Work Fundamentals program delivered in partnership with NETP, WorkBC and INEO Employment Services.</li> </ul>
New   Planned	<ul style="list-style-type: none"> <li>• Developing the Indigenous Hospitality Front Office Operation program in collaboration with Huu-ay-aht First Nation and Huu-ay-aht Group of Businesses.</li> </ul>

New   Implemented	<ul style="list-style-type: none"> <li>• Facilities Maintenance (two intakes) delivered in collaboration with HUU-ay-aht First Nation and Tseshaht First Nation, respectively.</li> <li>• Building Your Strengths - Employment Skills program delivered in partnership with Kwakiutl First Nation.</li> <li>• Developing a course in partnership with the K'ómoks First Nation on the history, language, culture and current-day context of the K'ómoks First Nation.</li> </ul>
New   Implemented	
New   Planned	

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NORTH ISLAND COLLEGE



## **Institutional Accountability Plan & Report**

2021 - 2022 REPORTING CYCLE

### **About the cover**

Stephanie Tunshell, a Red Seal electrician and mother of six, took NIC's Lighting and Grip Micro-credential in 2022 to diversify her skills and future-proof her career. Developed in partnership with the Island North Film Commission, the NIC program is one of six motion picture micro-credentials available to students across BC.