BUILD

2026

North Island College

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

The **BUILD 2026 vision** uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, more integrated places of learning that reflect and support the richness of the region. It opens the College to the communities we serve, creating a welcoming educational home for students and communities to call their own.

7 — A **roof**, or values of governance, that promote resiliency and create a safe place where all students and employees belong.

6 — **Windows** that allow the world to see who we are.

9 — **Communities** that connect us and provide opportunities to engage, learn and collaborate.

2 — A solid **foundation** and **frame** that supports students and employees and provides a basis to build upon.
3

1 — A team of dedicated **people**, or employees, who are supported and committed to the work ahead.

4 — Accessible **doorways** and **rooms**, or programs, that are open to all, making education more attainable and responsive for everyone.
5

8 — A sustainable **environment**, vital to local cultures, economies, and people.

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> ⦾ Look for the *Working Together* symbol to see how *BUILD 2026* supports and works with NIC's Indigenization Plan.

WELCOME

This strategic plan is founded in our passionate belief that learning empowers people and builds healthier and more resilient communities.

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. It is our promise to support unique people and communities through individualized learning.

MISSION

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

BUILD 2026 represents a strengthening of our commitment to the many and diverse communities we serve. It is about us raising our ambitions together, with community. In many ways, we are putting our roots down and we are asking you to join us.

NIC has never been a traditional, one-size-fits-all college. NIC began in 1975 as an innovative experiment to bring education and training to people in every corner of the vast 80,000-square km region we serve. While we now operate campuses in the Comox Valley, Campbell River, Port Alberni, the Mixalakwila campus in Port Hardy, a regional learning centre in Ucluelet, as well as a temporary location at St. Joe's in Comox, we also serve an increasing number of students from across BC and around the world. We have adapted many times to students' changing personal, professional and educational needs.

During our short history, we have evolved from tutors visiting logging camps and remote coastal communities in school buses and a former whaling boat, to mobile training units, to four campuses and digital learning technologies that sustain our in-community program delivery and regional learning. Though our delivery methods and programs have changed, our commitment to student-centred learning and the communities we serve has never wavered.

This plan takes individualized education and training further, so more people can discover, grow and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies and contribute to more diverse and just societies.

Though our vision is ambitious, we are ready. This plan meets the needs of an ever-changing and globalizing world, punctuated most recently by COVID-19. The pandemic has helped to focus our gaze, clarify our strengths and limitations and renew our sense of purpose.

BUILD 2026 requires us to meet students' and communities' needs now, during the pandemic and in coming years. It invites us to re-focus every aspect of our operations as we realize our new reality.

We are grateful to align *BUILD 2026* with NIC's first Indigenization Plan. Together, the two plans guide the College as we work to meet our obligations to Indigenous peoples across the region.

> Visit **engage.nic.bc.ca** to share your voice as we continue building NIC together.

YEAR 1 IN REVIEW

This strategic plan was created in response to community need. It was developed during the height of the pandemic with the voices of more than 1,500 students, First Nations, communities, industries, governments and employees, and we are exceedingly grateful for their ongoing sharing and partnership. As a result, BUILD 2026 reflects the rapidly changing world and positions NIC to lead, through education and training, as community members recover from COVID-19.

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

This update – *the Year 1 Plan and Dashboard* – represents our progress in many measurables that together move us toward achieving our vision to deliver BC's best individualized education and training experience by 2026.

This document represents significant advancement in each of the plan's nine elements, despite the extended uncertainty arising from the pandemic's unanticipated continuation through a second full year.

While the pandemic's associated effects on the workforce, an acute labour shortage and NIC's recovering financial health have, in a handful of cases, slowed our progress, a distinctly sharpened plan has emerged from our experience responding to the shifting environments.

Throughout the first year of BUILD 2026 we heard the call to be front and centre in the region. We keenly felt the need to support the health and well-being of students and employees; to partner in local economic recovery efforts; to walk the journey that is reconciliation; to respond to rapidly changing demographics in the region; and to support an inclusive society and clean economy.

I'm confident BUILD's flexibility and design will present new opportunities to reflect these changing priorities, even as new challenges emerge. We look forward to hearing how ripple effects of the pandemic and other environmental factors affect communities, Nations and industries in the region in the years to come.

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

Eric Mosley
Chair, North Island College
Board of Governors

Working together toward lasting and meaningful reconciliation

BUILD 2026 was launched with *Working Together*, the first Indigenization plan in NIC history. The two plans guide NIC operations, as the College works to meet its obligations to Indigenous peoples across the region. With separate and supported goals, measures and targets, the plans work in tandem toward lasting and meaningful reconciliation.

Look for the *Working Together* symbol through-out this document to see how the *BUILD 2026* actions support the goals from NIC's first Indigenization Plan.

27 Commitments

NIC's commitments were confirmed during the 2019 consultation with employees, students and community members. In 2021, the commitments were further defined, integrated and amended to meet students' changing learning needs.

These commitments inspired our *People* action statements.

ENGAGING PEOPLE
1. Healthy and Productive Workplaces
2. People Development
3. Employee Engagement and Collaboration

These commitments inspired our *Frame*, *Doorways* and *Rooms* action statements.

SUPPORTING STUDENTS
Caring and Supportive
4. Student Well-being
5. Student Support and Persistence

Access
6. Program Entry
7. Learning and Services
8. Pathways to Learning

Learning and Programming
9. Indigenous-led Education
10. Community-Connected Learning
11. Self-directed and Customized Learning
12. Global Learning
13. Program Response and Renewal

These commitments inspired our *Foundation*, *Windows* and *Roof* action statements.

STRENGTHENING THE COLLEGE
Enrolment Services
14. Brand and Identity
15. Marketing & Recruitment
16. Integrated Enrolment

Infrastructure
17. Teaching and Learning
18. Finances
19. Information Technology
20. Campuses and Centres

Leadership
21. Reconciliation
22. Diversity, Equity and Inclusion
23. Transparency and Accountability

These commitments inspired our *Environment* and *Communities* action statements.

ENVIRONMENT
24. Climate and Sustainability

SERVING COMMUNITIES
25. Serving the People of the Region
26. Community Engagement
27. Social and Economic Development of the Region

9 Action Statements

Our vision, while ambitious, will be realized when we turn our commitments into action statements.

These action statements were inspired by our *Engaging People* commitments.

These action statements were inspired by our *Strengthening the College* commitments.

These action statements were inspired by our *Supporting Students* commitments.

These action statements were inspired by our *Strengthening the College* commitments.

These action statements were inspired by our *Serving Communities* commitments.

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

Foundation
2. We will strengthen our core operations to make NIC more resilient and agile.

Frame
3. We will embed caring learning services that support students in their studies.

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

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

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

Roof
7. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.
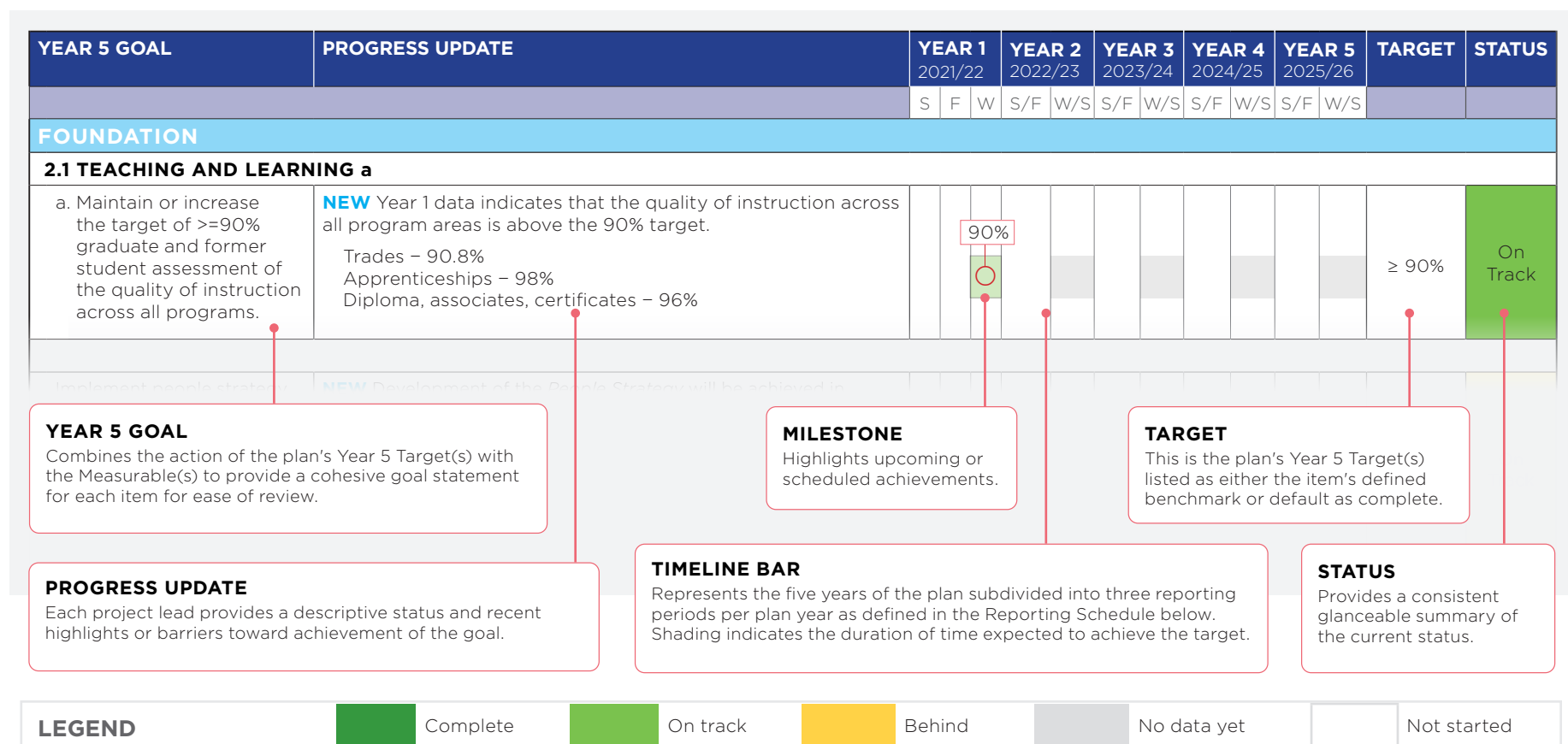
Environment
8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

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

How the Dashboard Works

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.1 TEACHING AND LEARNING a														
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	**NEW** 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%										≥ 90%	On Track

YEAR 5 GOAL
Combines the action of the plan's Year 5 Target(s) with the Measurable(s) to provide a cohesive goal statement for each item for ease of review.

PROGRESS UPDATE
Each project lead provides a descriptive status and recent highlights or barriers toward achievement of the goal.

MILESTONE
Highlights upcoming or scheduled achievements.

TIMELINE BAR
Represents the five years of the plan subdivided into three reporting periods per plan year as defined in the Reporting Schedule below. Shading indicates the duration of time expected to achieve the target.

TARGET
This is the plan's Year 5 Target(s) listed as either the item's defined benchmark or default as complete.

STATUS
Provides a consistent glanceable summary of the current status.

LEGEND		Complete		On track		Behind		No data yet		Not started

BUILD 2026 REPORTING

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

1 People

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

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

1.1 HEALTHY AND PRODUCTIVE WORKPLACES

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

Outcome: Healthier employees working in safe and supportive workplaces

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
PEOPLE														
1.1 HEALTHY AND PRODUCTIVE WORKPLACES														
a. Evaluate, recommend, and implement benchmarks based on research and the National Standard of Canada for Psychologic Health and Safety in the Workplace	**NEW** 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.	Foundational research begins											Complete	Behind

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

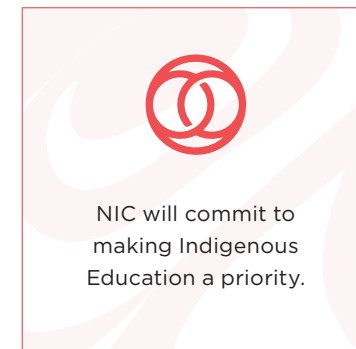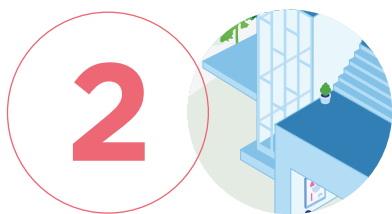| YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		TARGET	STATUS
		S	F	W	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S		
PEOPLE														
1.2 PEOPLE DEVELOPMENT														
a. Implement people strategy to develop thriving, inspired, and productive employees	**NEW** 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.				Draft strategy complete ⊙								Complete	On Track

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
PEOPLE														
1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION														
a. Develop and implement an internal communications strategy	**NEW** 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.				Consultations begin ⊙	⊙ Strategy framework complete							Complete	Not Started

LEGEND		Complete		On track		Behind		No data yet		Not started

2

Foundation

NIC will commit to making Indigenous Education a priority.

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

2.1 TEACHING AND LEARNING

Exceptional teaching and learning experiences are key to each student's academic success. While the educational landscape continues to change, we will support students' learning needs and experiences by encouraging excellence and learning within 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 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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.1 TEACHING AND LEARNING														
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	**NEW** 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%									≥ 90%	On Track
b. Implement a student learning experience survey	**NEW** The Student Learning Experience Survey has been developed and piloted. The results will inform the teaching and learning strategy. *Survey complete*												Complete	Complete
c. Implement teaching and learning strategy	**NEW** The Teaching and Learning Strategy is in the initial phases of development. *Strategy development begins*												Complete	Behind

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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.2 FINANCES														
a. Balanced budget within three years of the pandemic ending	**NEW** 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 $792K.	Actual: $56,979			Projected: -$792,752		$0		+$100K		+$100K		Balanced	On Track
b. Long-term financial health (positive net asset position)	**NEW** 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.	Estimated Net Assets as of Mar 31, 2022: $5.483M		$4.690M	$4.690M		$4.790M		$4.890M				> $2.8M	On Track

LEGEND	■ Complete	■ On track	■ Behind	■ No data yet	□ Not started

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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.3 INFORMATION TECHNOLOGY														
a. Implement IT Service Management (ITSM) model	**NEW** 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.	TeamDynamix (ITSM) complete					○						Complete	On Track

* IT Service Management Model (ITSM) is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.

LEGEND	■ Complete	■ On track	■ Behind	■ No data yet	☐ Not started

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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.4 INTEGRATED ENROLMENT														
a. Define optimum enrolment for NIC	**NEW** 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	**NEW** A new enrolment template is in development. Decanal areas will utilize 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.	Annual process implemented			Template implemented ○ ○								Complete	On Track

LEGEND		Complete		On track		Behind		No data yet		Not started

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 Mix̲alakwila (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, re-imagine 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	S/F	W/S	S/F	W/S	S/F	W/S		
FOUNDATION														
2.5 CAMPUSES AND CENTRES														
a. Develop Campus Master Planning concepts and share with communities	**NEW** Campus plans are in development to support key projects. These include replacement of Tebo Centre in Port Alberni, Village and St. Joseph'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.	Mix̲alakwila complete ⦾			Port Alberni complete ⦾		Comox Valley complete ⦾		West Coast complete ⦾		Campbell River complete ⦾		Complete	On Track
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	**NEW** 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.

BUILD 2026 + DASHBOARD • 17

3

Frame

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

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

3.1 STUDENT WELL-BEING

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

Outcome: Increased student-well-being

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
FRAME														
3.1 STUDENT WELL-BEING														
a. Develop and implement a Student Mental Health and Well-being plan	**NEW** CARE², 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 / Plan complete											Complete	On Track

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 child care, the wrong learning path, under-developed study skills, learning struggles, inter-personal 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	S/F	W/S	S/F	W/S	S/F	W/S		
FRAME														
3.2 STUDENT SUPPORT AND PERSISTENCE														
a. Increase first-year student retention (Fall to Fall) above 47%	**NEW** 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	**NEW** 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
c. Increase # of child-care spaces	**NEW** 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 to 29% access to full-time child-care spaces available, which is still far off the target of 50% set out in the plans.	Inventory of seats complete ○		Explore expansion opportunities ○									Complete	On Track

4 Doorways

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

4.1 PROGRAM ENTRY

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

Outcome: Wider access to courses and programs

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
DOORWAYS														
4.1 PROGRAM ENTRY														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	**NEW** 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.		72% ○										> 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.

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
DOORWAYS														
4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point/year above 27%	**NEW** The college was successful in securing one-time funding for programs, throughout the college region, which offer multiple entry points throughout the year.		28%										> 27%	On Track
b. Increase the % of courses with multiple modes of delivery above 9%	**NEW** 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.		44%										> 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.				Strategy development begins								Complete	Behind
d. Develop and implement fully operational digital service strategy	**NEW** 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.				Digital Service Strategy draft								Complete	On Track

LEGEND		Complete		On track		Behind		No data yet		Not started

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 BC "as part of BC'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 BC.

Outcome: Seamless transitions to and from 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	S/F	W/S	S/F	W/S	S/F	W/S		
DOORWAYS														
4.3 PATHWAYS TO LEARNING														
a. Maintain dual credit enrolment	**NEW** 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.	253 enrolments ○											> 170	On Track
b. Maintain or increase # of students participating in post-secondary pathway agreements	**NEW** 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.	200 students ○											≥ 195	On Track

LEGEND		Complete		On track		Behind		No data yet		Not started

5

Rooms

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

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

5.1 INDIGENOUS-LED EDUCATION

Serving the 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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.1 INDIGENOUS-LED EDUCATION														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	**NEW** NIC successfully established 15 partnerships and educational agreements with Indigenous communities during the 2021/22 year. Strategies outlined in the Working Together Indigenization Plan 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%	**NEW** 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

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

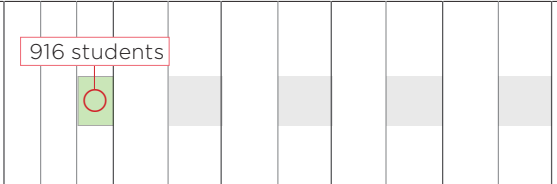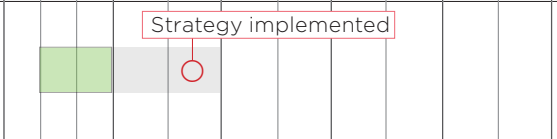| YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		TARGET	STATUS
		S	F	W	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.1 INDIGENOUS-LED EDUCATION *Continued*														
c. Implement Indigenization Plan recommendations	**NEW** This is a five-year initiative to implement recommendations of NIC's Indigenization Plan. A dashboard to report out progress will be presented to the Indigenous Education Council. Costing of the Indigenization Plan 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 pix ʔidaʔas, the Gathering Place at the Campbell River campus.	Costing of Indigenization Plan complete ⭕											Complete	On Track

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.2 COMMUNITY-CONNECTED LEARNING														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences over 700 participants.	**NEW** 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	**NEW** 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

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING														
a. Increase # of students with advising support above 425 students	**NEW** 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	**NEW** NIC's Education Team was very successful in securing one-time funding to expand our micro-credential program to support the development and delivery of 36 micro-credentials throughout the academic year.		36 ◯										≥ 29	On Track

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.

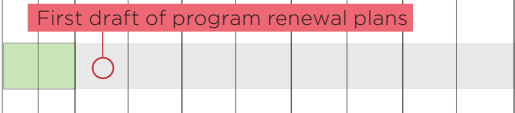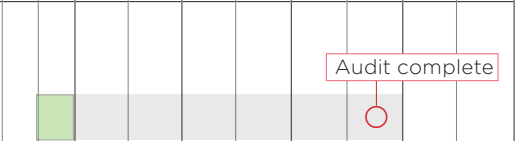**We will develop a phased plan to broaden and renew international education at NIC.**

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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.4 GLOBAL LEARNING														
a. Increase # of new international student enrolments each year above 214 new students	**NEW** 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.		194 new students ○										> 214	Behind
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	**NEW** 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.	One international project ○ ○ 20+ students engaged internationally											Complete	**Complete**
c. Maintain or increase % of international student responses (agree/ strongly agree) that NIC provides a supportive learning environment above 80%	**NEW** 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

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOMS														
5.5 PROGRAM RESPONSE AND RENEWAL														
a. Complete renewal plans* for all programs	Decanal areas will begin work on the writing and reporting out of plans in June 2022. _First draft of program renewal plans_												Complete	On Track
b. Complete Provincial Quality Assurance Process Audit**	**NEW** 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. _Audit complete_												Complete	On Track

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

** An external review process, required by all public post-secondary institutions, Government of BC website: **bit.ly/BCQAPA**

6 Windows

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.**

NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
WINDOWS														
6.1 BRAND AND IDENTITY														
a. Establish brand with better overall role and scope of the college	**NEW** 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.				External audit complete / Internal audit complete								Complete	On Track

* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, survey year 2021, data prepared by BC Stats

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 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	S/F	W/S	S/F	W/S	S/F	W/S		
WINDOWS														
6.2 MARKETING & RECRUITMENT														
a. Establish a clearly defined student audience profile for all areas of study	**NEW** Pending the completion of the Brand Strategy in 6.1, audience profiles at the level of area of study will be complete.					Audience profiles complete							Complete	On Track
b. Implement annual marketing and recruitment plans	**NEW** 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.				Draft strategy complete								Complete	On Track

* A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.

LEGEND	Complete	On track	Behind	No data yet	Not started

7 Roof

NIC will ensure governance structures recognize and respect Indigenous Peoples.

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

7.1 RECONCILIATION

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

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

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOF														
7.1 RECONCILIATION														
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.	Framework complete			○								≥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.	All commitments defined ○											Complete	Complete

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 work places 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 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	S/F	W/S	S/F	W/S	S/F	W/S		
ROOF														
7.2 DIVERSITY, EQUITY AND INCLUSION														
a. Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	**NEW** 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."	**NEW** Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.												≥88%	No data yet
c. Implement Diversity, Equity and Inclusion Strategy	**NEW** 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.				Policy finalized				Strategy complete				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	**NEW** 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

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 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		TARGET	STATUS
		S	F	W	S	W	S	W	S	W	S	W		
ROOF														
7.3 TRANSPARENCY AND ACCOUNTABILITY														
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. *[New administrative structure ○]*	●											Complete	**Complete**
b. Increase engagement with the North Island Students' Union (NISU)	**NEW** 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. *[New MOU with NISU ○]*	●	●	●									Complete	On Track

LEGEND		Complete		On track		Behind		No data yet		Not started

8

Environment

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

8.1 CLIMATE AND SUSTAINABILITY

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

Outcome: Climate change education and research

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
ENVIRONMENT														
8.1 CLIMATE AND SUSTAINABILITY														
a. Reduce greenhouse gas emissions	**NEW** 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.				2021 Carbon Neutral outcomes ○								Complete	On Track

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	S/F	W/S	S/F	W/S	S/F	W/S		
ENVIRONMENT *Continued*														
8.1 CLIMATE AND SUSTAINABILITY														
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.						Process established ○						Complete	Not started
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	**NEW** 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.						Decision on STARS ○						Complete	Not started

LEGEND	🟩 Complete	🟢 On track	🟨 Behind	⬜ No data yet	☐ Not started

9 Communities

NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

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

9.1 SERVING THE PEOPLE OF THE REGION

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

Outcome: Higher enrolment from within the region

YEAR 5 GOAL	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	S/F	W/S	S/F	W/S	S/F	W/S		
COMMUNITIES														
9.1 SERVING THE PEOPLE OF THE REGION														
a. Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	**NEW** Ongoing initiatives set out in Widening Our Doorways 2026 are aimed to address and achieve this target by 2026.		28% ○										> 31%	Behind

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	S/F	W/S	S/F	W/S	S/F	W/S		
COMMUNITIES														
9.2 COMMUNITY ENGAGEMENT														
a. Create community engagement strategy	**NEW** 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.				Draft strategy complete ○								Complete	On Track

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	S/F	W/S	S/F	W/S	S/F	W/S		
COMMUNITIES														
9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION														
a. Create an Alumni Association	**NEW** 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.						Alumni Association established				○		Complete	On Track
b. Increase the number of active community partnerships to enhance programming	**NEW** In partnership with community, industry, First Nations and local governments, NIC has developed new skills training programs offered in-community.				18 partnerships ○								12	On Track
c. Increase # of students involved in research projects to greater than 13 students	**NEW** 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 students ○									> 13	On Track

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