NORTH ISLAND COLLEGE
INTERNATIONAL EDUCATION PLAN
2022-2026

Journeying Together
Dashboard
YEAR 1 REPORT

NORTH ISLAND COLLEGE

NIC

VANCOUVER ISLAND, CANADA

How the Dashboard Works

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT **We will attract successful international applicants to NIC campuses and communities.***			
OBJECTIVE 1.1 Renew international enrolment through an established, sustainable international enrolment and service model. (See: *BUILD 2026*, 5.4.a Global Learning)			
a. Allocate resources for application-conversion efforts on a consistent basis, and implement recruitment-target requirements for recruitment partners and representatives	• Track conversion rates per term, agent and program area • Report agent performance and create performance-recognition system • Produce institutional and program-area reports re: headcount and full-time enrolment (FTE)	• Statistics on recruitment-partner performance baseline were established in June, with communication to agents in July • Applicant info session and applicant support started in July	On Track

YEAR 4 GOAL
A cohesive goal statement for each item

STRATEGY
Approach to achieve the goal

PROGRESS UPDATE
Recent accomplishments, highlights or barriers toward achieving the goal

STATUS
Current goal status at a glance

LEGEND

🟩 Complete	🟢 On track	🟨 Behind	⬜ No data yet	⬜ Not started	🟦 Removed

JOURNEYING TOGETHER REPORTING

Current Report

PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	2022/23	**2023/24**	**2024/25**	**2025/26**
Measurement Period	September 2022 to August 2023	September 2023 to August 2024	September 2024 to August 2025	September 2025 to August 2026
Reporting Date	September 2023	September 2024	September 2025	September 2026

JOURNEYING TOGETHER 2026 DASHBOARD

YEAR 1 REPORT

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT We will attract successful international applicants to NIC campuses and communities.*			
OBJECTIVE 1.1 Renew international enrolment through an established, sustainable international enrolment and service model. (See: *BUILD 2026*, 5.4.a Global Learning)			
a. Allocate resources for application-conversion efforts on a consistent basis, and implement recruitment-target requirements for recruitment partners and representatives	• Track conversion rates per term, agent and program area • Report agent performance and create performance-recognition system • Produce institutional and program-area reports re: headcount and full-time enrolment (FTE)	• Statistics on recruitment-partner performance baseline were established in June, with communication to agents in July • Applicant info session and applicant support started in July	On Track
b. Focus admissions and recruitment resources to prioritize and expand capacity to identify and welcome applicants who meet NIC's successful, international-applicant profile	• With the Manager, International Student Support (ISS), support admissions team capacity to process applications accurately and in a timely manner • Work with regional recruitment representatives and agents to build recruitment/admissions cooperation	• Profile building ongoing during summer 2023	On Track
c. Manage the volume of incoming applications from recruitment partners and identify strategies to scale the numbers to meet enrolment objectives	• Work with academic areas to build enrolment targets and align admissions and recruitment capacities to meet those targets • Ensure all applications are processed efficiently • Identify conversion rate through application funnel per term/year, agent and program area	• All limited-entry applications have been prioritized • Between March and June 2023, applications were targeted for specific markets to manage application numbers overall and to gauge admissions capacity • Non-performing agents were identified and released in summer 2023	On Track
d. Build data-reporting systems to track effectiveness of recruitment/marketing strategies	• Track marketing/social-media impact through rates of engagement, website visits, etc. • Support annual institutional "Student Pathways to NIC" surveys	• Social media restarted in June 2023	No Data Yet
e. Establish a sustainable system to fund ongoing entry scholarships	• Sustain scholarship funds for the long term	• Percentage of student service fee to be directed to scholarships	On Track

*Supports the CANIE Accord and United Nations Sustainable Development Goals (SDG):
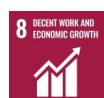
#4 Quality Education   #8 Decent Work and Economic Growth   #13 Climate Action

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT continued			
OBJECTIVE 1.1 continued			
f. Build a library of student testimonials and experience in a variety of forms that can be shared with potential students and the Communications office	• Collect updated student testimonials regularly • Share testimonials via print, web and social-media channels • Provide the Communications office with access to a categorized 'library' of testimonials	• Testimonials collected in June/July 2023 are shared on an NIC webpage launched in summer for use in the 2023-24 cycle • Organic contents are collected through International Peer Connector (IPC) and staff on an ongoing basis • Social-media plan completed in July 2023	On Track
OBJECTIVE 1.2 Diversify international enrolment through active and consistent outreach to recruitment partners, and establish sustainable student communities from each NIC region.			
a. Identify countries that add diversity to NIC and have a reasonable chance of successful recruitment outcomes	• Apply research (through Trade Commissioner Service, [TCS], International Consultants for Education and Fairs [ICEF], Canadian Partnership Forum [CPF], etc.) to explore opportunities to broaden national/cultural diversity • Build capacity to attract students from broader national/cultural backgrounds	• Capacity building in progress for Ghana, Pakistan, Middle East, Brazil	On Track
b. Develop intake-specific, consistent, annual marketing and recruitment plans in cooperation with appropriate departments	• Factor both regular and cohort recruitment/enrolment into annual marketing and recruitment planning	• Planning is scheduled for August 2023 • Social-media plan completed in July 2023	No Data Yet
c. Balance application numbers from high-volume regions, high-volume recruitment partners and low-quality recruitment partners to manage risk	• Explore hiring a Customer Relationship Manager jointly with the Registrar's Office and Future Students • Manage capacity and enrolments • Increase required deposit payments	• We have established an effective agent-communication strategy, focusing on program/seat availability, accurate student advising and a streamlined admissions process • We are developing an effective agent-recruitment and performance-management system to help maintain balanced and reciprocal relationships	On Track
d. Inform Education Team of potential new or repackaged program options to support increased enrolment diversity by program area	• Establish prioritized list of new programming and intake needs to support diversification	• Currently working with VP Academic and deans on prioritized list	No Data Yet
OBJECTIVE 1.3 Engage prospective students, applicants and recruitment partners in location-specific and student-centered content prior to arrival.			
a. In collaboration with the Office of Indigenous Education (OIE), include appropriate Indigenous welcome to admissions documents and pre-arrival sessions and information	• Expand appropriate use of Indigenous content in NIC's introductory materials for international students	• The Office of Global Engagement (OGE) has consulted OIE to ensure appropriate language is being used	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT continued			
OBJECTIVE 1.3 continued			
b. Manage social-media and marketing channels, including team of students who can support content creation to provide student-centered and audience-targeted content	• Monitor stats on traffic and engagement in recruitment socials • Monitor stats on traffic and engagement in Unibuddy functions • Promote system offering student guidance on social-media content and interaction • Hire students to build content and maintain communication streams	• Plans for international-student-recruitment socials were developed in collaboration with the Global Engagement Liaison (GEL) in July 2023 • We implemented the Unibuddy online recruitment platform in summer 2023	On Track
c. Devise an effective individualized communication channel to target, engage and interact with prospective students and recruitment partners from expression of interest to arrival	• Build system and process that aligns with and supports the recruitment and conversion cycle • Implement increase in required deposit payments	• Planning scheduled for August 2023	No Data Yet
d. Identify areas to reduce impacts of travel and material choices on the environment	• Quantify reduced travel/material choices • Invest in environmental offsets with funds saved through reduced travel	• $10,000 from travel budget has been diverted to support kelp planting project, in partnership with the Centre for Applied Research, Technology and Innovation (CARTI) • Viewbook has been reduced from 24 pages to a two-page undergrad/postgrad gatefold brochure and printed on recyclable paper • Swag orders include only environmental and useful items • Production of non-recyclable giveaways is reduced to minimum for 2023-24 cycle	On Track
OBJECTIVE 1.4 Collaborate to develop the NIC brand strategy to reach international communities.			
a. Start regular meetings with the Marketing department to align the international brand strategy with domestic marketing	• Ensure NIC brand reflects the needs and expectations of international students and acknowledges the process of Indigenization of international education	• OGE participating in NIC's new brand-development process • Regular meetings have been scheduled with Marketing • New brand was implemented as of June 2023	On Track
b. Identify NIC's key messaging points, social-media presence and use of branding to build an annual international image and messaging plan	• Leverage institutional messaging (adapt as required) to maximize the alignment to and benefit of international messaging	• Branding has been matched through templates on Canva online graphic-design tool • New brand strategy is implemented in marketing materials	On Track
c. Support institutional-student-recruitment surveys to determine factors that influence international student decisions to study at NIC	• Apply targeted data gathering to current processes	• International Recruitment and Enrolment is collaborating with Marketing and ISS to extrapolate international-specific data from the annual Student Pathways to NIC survey	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE We will enable the NIC community to develop the international knowledge, skills and experience needed to succeed. We will actively collaborate with Indigenous communities and learners to engage more deeply in building international relationships and connections.*			
OBJECTIVE 2.1 Further develop and integrate international and intercultural learning at NIC. (See: *Widening Our Doorways*, 6.1; *Working Together* 4.4.3)			
a. Engage faculty in Collaborative Online International Learning (COIL) projects/ virtual collaborations, particularly in Indigenous-specific subject areas and those furthering Indigenous partnerships	• Increase annually, by 1-2 from baseline, the number of faculty interested and/or engaged in COIL/virtual projects	• Three faculty trained through Florida International University COIL Virtual Exchange (VE) Leadership Institute • Pilot COIL project with Brazil completed - COIL project is planned for next year (possibly Winter term) around symbolism of graffiti in urban spaces • Nursing COIL: Global Nursing, UCLL Belgium/NIC • Six faculty attended an "Introduction to COIL" session as part of May Professional Development (PD) Days • Application submitted to College and Institutes Canada (CICan) for funding to develop an Indigenous COIL - VE Special-topics Framework: A Versatile Framework Interweaving Virtual Collaboration Projects	On Track
b. Collaborate with OIE to consider an Indigenous Global Learning Coordinator (IGLC)	• OGE/OIE co-share IGLC • Secure financial support/funding	This discussion has yet to be initiated	Not Started

*Supports the CANIE Accord and United Nations Sustainable Development Goals (SDG):

#4 Quality Education   #5 Gender Equality   #11 Sustainable Cities & Communities   #17 Partnership for the Goals

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.1 continued			
c. In collaboration with the OIE, engage actively in and contribute to events involving communities and students in order to identify/implement/incorporate land-based, cultural learning into OGE activities and events	• Maintain or increase annually by 1-2 from the baseline, the number of events/activities organized in collaboration with OIE and communities	• Initiated Indigenous language and culture sessions at the Campbell River (CR), Comox Valley (CV) and Port Alberni (PA) campuses during International Development Week (IDW) - Three sessions at each campus, with approximately 30 participants per session, including two Elders and three community members	On Track
d. Deliver Truth and Reconciliation Dialogue series and/or Global Learning Circles	• Host four events per year	• Discussions were held with OIE - Dialogue series to be promoted, with start planned for academic year 2023/24	No Data Yet
e. Establish faculty and student online, intercultural resources on Brightspace, Teach Anywhere, Learn Anywhere and NIC study-abroad (SA) websites	• Track visits to the resources and enhance/update resources as needed	• Worked with Marketing to create new promotional materials for SA • Presented resources to Department Chairs and Coordinators Working Group (DCWG) and individual departments/deans • Currently developing a plan to implement an institution-wide COIL strategy • Working with Centre for Teaching & Learning Innovation (CTLI) and OIE on an initiative, "Supporting Well-Written Curriculum Committee Submissions: Enhancing Course Learning Outcomes with Intercultural and Indigenous Perspectives"	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.1 continued			

f. Promote and support study-abroad, field-school and virtual-exchange opportunities for all students, and build faculty interest and engagement	Increase annually by 2-4 from the baseline, the number of Indigenous students aware, interested in and/or engaged in study-abroad experiences	• Worked with Marketing to create new promotional materials for study abroad
		• Delivered promotional presentations to students, various departments, NICFest, etc.
		• Supported the planning, development and implementation of three field schools:
		  - **Spain** (9 credits) – 22 students/3 instructors – scholarship awarded: $124,000
		  - **Jordan** (6 credits) – 9 students/1 instructor – scholarship awarded: $64,000
		  - **Peru** (3 credits) – 10 students/1 instructor – scholarship awarded: $74,000
		• Supported outgoing student mobility (2022/2023):
		  - **USMB France** – 2 students completing one year – scholarship awarded: $20,000
		  - **Transylvania University, Romania** – 1 student completing one year – scholarship awarded: $10,000
		• Preparation for Fall 2023:
		  - **SRH Heidelberg** – 1 student – $5,000
		  - **UNINE Neuchatel Switzerland** – 1 student – $5,000
		  - **NUFS Japan** – 3 students – $5,000 per student
		• Outgoing faculty mobility (WUSC):
		  - **Sri Lanka** – 1 faculty (three-week assignment) – $6,000
			On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.2 Utilize strategic approaches to enhance partnership agreements, international projects and international experiences for students. (See: *BUILD 2026, 5.4.b* Global Learning; *Working Together* 3.4.3 and 6.1.3)			
a. Liaise with deans/department chairs to present opportunities for faculty to engage in international collaborations	• Conduct semi-annual meetings to maintain connection with deans and department chairs	• Met with Dean and Chairs of Health & Human Services (HHS), Dean of Trades & Technology (TT), Deans and Chairs of Arts, Science and Management (ASM), and Executive Director of OIE to discuss intercultural engagement in their areas	On Track
b. Establish a Study Abroad Learning Community of Practice where champions of study abroad can share and mentor - consider including instructors from the Global Skills Opportunity (GSO) Consortium (Yukon, NLC, Aurora, Coast Mountain College).	• Share results and changing activity in study-abroad programs, as identified by the community of practice	• Discussions on the community of practice were held in a meeting with GSO Consortium partners (OIE also invited) • Discussions to continue	On Track

c. Deliver major college-engagement events biannually around International Education Week (IEW) and International Development Week (IDW)	• Expand/maintain guest-speaker participation by 1-2 annually
	• Increase the number of events by 1-2 (as appropriate) every year
	• Increase participation in events/activities
		• IDW
		  - 2 guest speakers (from University Mobility in Asia and the Pacific [UMAP], World University Service of Canada [WUSC])
		  - 2 outgoing students shared online about their exchange opportunity
		  - Videos created and posted on the IDW webpage
		• IEW
		  - "Notes on Belonging" program delivered and NIC podcast series highlighting student and faculty international experiences
		  - Many student activities, including Culinary Tour of the World, international student panels, cedar-weaving workshops and presentations of field-school and exchange opportunities
			Complete Ongoing

d. Establish systems to engage NIC students and faculty in international projects and collaboration	• Engage students and faculty in development of international-project capacity	• Surveyed interested faculty on their perceived needs for engaging in COIL • Planned delivery of PD event in May to build capacity among faculty • Identifying and sharing supports faculty need, moving forward	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.3 Inform and support continued development of new and adjusted programming in a variety of credential types that support both local and international student learners. (See: *Widening Our Doorways*, 6.1; *Working Together*)			
a. Support faculty with the development of study-abroad opportunities for students	• Maintain NIC webpage with current, relevant resources for faculty	• Created and posted resources for faculty interested in leading a study-abroad experience • Developing resources featuring international projects and online collaborations	On Track
b. Build on the existing partnerships and collaborations to enhance/develop sustainable, long-term reciprocal collaborations	• Focus on sustainable, reciprocal international/ Indigenous partnerships • Work with CARTI to develop environmental off-set projects • Work with OIE to consider sustainable support for offerings of ABG 100 to international students	• Conversations are ongoing with Costa Rica, Brazil, Hawaii, New Zealand, Ireland, Mexico and Japan to develop May 2024 Indigenous Learning Symposium • OGE supported two CARTI kelp projects to serve as environmental offsets • An Aboriginal Studies course (ABG 100) was delivered in spring, with additional funding to support international-student enrolment	On Track
c. Maintain geographic and cultural breadth of institutional and project partnerships	• Consider further project activity in other geographical areas and participants from other institutional departments	• Capacity-development projects to be delivered in Kenya (2025) and Tanzania (2027) • 1 faculty member engaged in Leave for Change (L4C) program • 2 faculty, one dean visited the Africa project sites	On Track

d. Build data systems to track student and faculty participation in study abroad/ virtual exchange	• Capture comprehensive data and evaluate annually	• We continue to track all students/faculty/staff mobility:
		  - **Students**: 40 in field schools; 3 in exchange programs, nearing completion; 5 starting exchange programs in Fall 2023
		  - **Faculty**: 5 leading field schools; 2 engaged in International projects; 1 faculty engaged in L4C
		  - **Admin**: 1 engaged in International Projects
		  - **Global Skills Opportunity** (GSO): all scholarship recipients are recorded on the GSO platform
		• Virtual exchange:
		  - Digital Learning/Instituto Federal do Amazonas (IFAM), Brazil – 18 students/1 faculty
		  - Global Nursing program – 3 students/1 faculty
			On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.4 Develop clear pathways, together with the Office of Indigenous Education, to support Indigenous student, faculty and community engagement internationally. (See: *Working Together* 3.4.3 and 6.1.3)			
a. Collaborate with the OIE to develop a process/protocol for promoting, developing and disseminating information on partnerships and study abroad to engage Indigenous students and faculty	• Ensure information resonates with Indigenous students and faculty • Assess process and evaluate success annually, in May	• The SA student handbook is currently under review, and discussions with OIE are planned • In collaboration with OIE, started planning an International Indigenous Learning Symposium (2024): "What it means to be truly an Indigenous serving institution?" Invitations sent to partners in Hawaii, New Zealand. Brazil, Costa Rica, Mexico, Chile - Proposal was submitted to the Social Sciences and Humanities Research Council (SSHRC)	On Track
b. Engage Office of Indigenous Education in the process of embedding of Indigenous ways of learning, reflection and sharing information on the SA materials developed/to be developed	• Design a new Study Abroad Handbook • Update SA website • Build social-media strategy	• Planning started in summer 2023 • Seeking engagement with Working Together Working Group/OIE in Fall 2023	On Track
OBJECTIVE 2.5 Establish a communication/advocacy strategy engaging students, employees, local, provincial, national and international organizations, governments and government agencies with NIC's opportunities and challenges as a public rural BC college in the international education environment.			
a. Participate/present to conferences jointly with project leads	• Explore opportunities for participation in relevant conferences • Identify opportunities for external recognition of activity	• Delivered presentations at the European Association for International Education, Canadian Bureau for International Education, CICan (3), Association of International Educators (NAFSA) (2), BC International Education Week, jointly with OIE • Recognized nationally with an Award of Excellence in Global Engagement by CICan • Faculty member nominated for PIEoneer Award for the work completed in collaboration with partners from Costa Rica • Executive Director, OIE asked to participate in national NAFSA presentation • Selected by Employment and Social Development Canada (DSC/GSO scholarship funder) to nationally showcase the Indigenous Language Revitalization field school	On Track
b. Collaborate with the Communications office and Education Team to develop internal/external communication strategy	• Align with NIC's institutional communications strategy	• Received support on design and content for internal and external communications as well as media and multiple social-media releases via Instagram, Facebook, LinkedIn, etc.	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.5 continued			
c. Deliver regular strategic communications to internal/external audiences and government at local, provincial, national and international levels	• Establish regular, general, relevant and useful communication tools/channels for institution, community and international-partner audiences • Deliver regular internal OGE newsletters • Deliver regular external OGE newsletters to partners, government, organizations • Engage regularly with provincial and national bodies	• Provided direct feedback to MP and MLA on the challenges associated with rural institutions and international education • Established regular internal newsletters and partner newsletters for an external audience, including Canadian Trade Commissioners • Participated in CICan Canadian International Education Strategy development session • Participated in Provincial Nominee Program (PNP) Rural Entrepreneur review process • Presented *Journeying Together* plan at NIC's College Conversation	On Track

d. Establish annual institutional and departmental reporting processes	• Build comprehensive data system
	• Assess and evaluate data annually
		• Created systems and approaches to track and report institutional, school and department metrics regarding:
		  - international-student recruitment/enrolment
		  - international mobility of students and employees
		  - international PD opportunities
		  - cultural activities on campuses
		  - other international-education-related metrics
		• Process will flow from dashboard reporting
			On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT We will collaborate with the NIC community* to build an understanding of intercultural fluency and empathy.			
OBJECTIVE 3.1 Initiate collaboration with the Office of Indigenous Education to develop intercultural aspects of NIC's first Indigenizing International Education Plan. (See: *Widening Our Doorways* 6.1; *Working Together* 3.4.3, 4.4.3 and 6.1.3)			
a. Deliver International Education Week (IEW) and International Development Week (IDW) programs	• Maintain IEW and IDW as integral parts of OGE's annual schedule to engage students and faculty in international education activities	• Currently planning for IEW 2023 and IDW 2024 - Evaluating previous events and adapting plans accordingly • We have recorded/edited promotional conversations with exchange students to use during next IEW	On Track
b. Develop joint OGE and linked OIE PD events	• Establish annual plan with OIE and CTLI	• PD events were held in Spring 2023, with more planned for Spring 2024, including land-based experiential learning • Five faculty attended "Circle of Intention" session on Indigenous pedagogy, facilitated by local Indigenous community members • 24 faculty and staff took part in a one-day joint OIE/OGE PD event, learning about the culture and history of the Homalco Nation (situated in the geographical area NIC serves) • Three OGE staff members attended the Village Workshop	On Track
c. Develop intercultural programming in collaboration with OIE and other departments, including Trades and Technology	• Establish annual plan with OIE and CTLI	• PD events were held in Spring 2023, with more planned for Spring 2024, including land-based experiential learning	On Track
OBJECTIVE 3.2 Engage in active and collaborative dialogue with students, faculty, departments and the institution about global learning experiences at home and abroad, with a focus on opportunities addressing environmental and social justice challenges. (See: *Widening Our Doorways* 6.1; *Working Together* 3.4.3, 4.4.3 and 6.1.3)			
a. Develop an online, student-study mini-course on intercultural communication, to be part of a micro-credential: Communicating Across Diversity and Developing Intercultural Fluency for College and Workplace Success	• Follow up on micro-credential development, delivery and review	• Authorized Course Descriptions (ACDs) have been developed for the proposed micro-credential - Awaiting process guidelines for offering micro-credentials in this area	On Track

*Supports the CANIE Accord and United Nations Sustainable Development Goals (SDG):

 #4 Quality Education   #10 Reduced Inequalities   #11 Sustainable Cities & Communities   #16 Peace, Justice & Strong Institutions

| YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT continued			
OBJECTIVE 3.2 continued			

b. Deliver "Breaking Out of the Box" for SA, with the goal to introduce this resource as a permanent addition to the course	• Determine resources needed, faculty participants and assess resource usage	• Currently working with faculty engaged in field schools to use these resources
		  - Developed student intercultural resources in Brightspace for Jordan Field School
		  - Provided intercultural resources for faculty to access for Spain Field School
		  - Provided intercultural resources for faculty to access for Peru Field School (cancelled due to political unrest)
			On Track

c. Build a communication strategy for developing intercultural awareness	• Assess and revise strategy annually, in June	• Intercultural resources are shared through the OGE Newsletter • Currently planning for weekly faculty emails with intercultural resources • Meeting with various departments to identify specific needs in supporting the development of intercultural awareness	On Track
d. Establish an institutional understanding of the diversity of international students' academic and support needs in cooperation with ISS and CTLI	• Document how this is being developed and identify the outcomes	• In collaboration with CTLI, determining how to support faculty with interculturaliziation through the Curriculum Committee submission process	On Track
OBJECTIVE 3.3 Engage with Centre for Teaching & Learning Innovation (CTLI), North Island Students' Union (NISU), North Island College Faculty Association (NICFA), Centre for Applied Research, Technology & Innovation (CARTI), Department Chairs Working Group (DCWG) and other departments, including Trades and Technical programs, and committees as appropriate to integrate global perspectives, cultural understanding and empathy into the teaching, learning, research and services functions of NIC.			
a. Develop online intercultural resources for students and employees	• Develop and assess intercultural resources regularly	• A Brightspace course is available for faculty on "Enhancing Intercultural Understanding and Engagement' - This includes resources for faculty to develop their intercultural-facilitation skills and resources for students • "Breaking Out of the Box" resources are available for students engaging in field schools/study abroad	On Track
b. Develop DEI resources for students and employees	• Develop a Brightspace course for faculty, with resources specifically aimed at DEI from an intercultural perspective	• OGE presented a session on interculturalizing courses, as part of faculty May PD Days - Six faculty attended	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT continued			
OBJECTIVE 3.3 continued			
c. Support interculturalization of curriculum through CTLI and applied research through CARTI	• Develop a Brightspace course for faculty, with resources to support internationalizing curriculum and incorporating increased intercultural perspectives into courses	• This process has been successful, with 17 faculty enrolled in the Brightspace course • In collaboration with CARTI and OIE, OGE submitted a proposal to the National Sciences and Engineering Research Council of Canada's (NSERC's) College and Community Social Innovation Fund (CCSIF) to support a virtual-reality project for Huu-ay-aht First Nations	On Track
4. INTERNATIONAL STUDENT SUPPORT We will connect with and support international students from application to graduation to enhance their living and learning experiences, and success.[†]			
OBJECTIVE 4.1 Enrich the learning environment through meaningful and relevant student services and supports. (See: *BUILD 2026, 5.4.c* Global Learning; *Working Together* 4.4.3)			
a. Engage with OIE to co-host events that celebrate and share local and international cultures	• Collaborate with OIE to explore event ideas	• 15 participants, including students, faculty and staff, participated in a cedar-weaving workshop facilitated by members from Sechelt First Nation and K'ómoks First Nation • Over 30 participants, including students and staff, attended a Kwak'wala-language session at CV campus	On Track
b. Host annual or bi-annual international-student panels/podcasts/sessions to share experiences	• Host IEW events • Participate in Thrive Week	• Students from different countries – seven at CV campus and four at CR campus – participated in student panels, and over 20 students joined in "Frunch" (Friends who Lunch) • Hosted a potluck lunch and bhangra dancing at PA campus and bhangra-dancing events at CR and CV campuses in March 2023 to share experiences	On Track
c. In collaboration with OIE, identify how/whether Indigenous languages may be incorporated into various spaces, including signage, marketing material, website and other communication media	• Continue discussions with OIE on further opportunities to expand Indigenous-language signage	• We have had initial discussions, created an MOU template and begun work on promotional print materials • OGE window signage in both CV and CR have been translated into local languages	On Track

*Supports the CANIE Accord and United Nations Sustainable Development Goals (SDG):
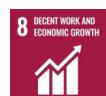
#4 Quality Education   #8 Decent Work and Economic Growth   #11 Sustainable Cities & Communities

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT continued			
OBJECTIVE 4.1 continued			
d. Build data-collection and reporting systems to track rates of student retention and success and to support recruitment and marketing	• Develop tracking systems – institution-wide and by program area – and distribute reports as needed • Review Early Assist's May 2023 report for 2022/2023 academic year	• Early Assist is currently tracking number of international students, arrival term, referral term, type of concern, campus and department	On Track

e. Establish international-student leadership through paid and volunteer opportunities, in collaboration with Student Life	• Re-establish International Peer Connector program	• Recruitment is ongoing, with International Peer Connector (IPC) postings at CV, CR and PA campuses
		  - Hiring challenges exist due to multiple employment opportunities available which offer more regular hours
		• One IPC hired for CV campus and one for PA campus
		  - IPCs participated in supporting May orientation
			On Track

f. In cooperation with the Office of Community Engagement, support international-alumni development and alumni engagement in on-campus activities	• Collaborate on engagement process and opportunities and track success	• Action on this goal to start when new Alumni Coordinator hired	Not Started
OBJECTIVE 4.2 Assess specific needs of trades students and faculty.			
a.		Incorporated under 3.3	Removed
b.		Incorporated under 3.3	Removed
c.		Incorporated under 3.3	Removed
OBJECTIVE 4.3 Embed Indigenous cultural learnings to support international student settlement and engagement. (See: *BUILD 2026, 5.4* Global Learning; *Working Together* 4.4.3)			
a. Incorporate introduction to Indigenous culture in all international-student orientations	• Expand Elder-in-Residence welcome to all digital and in-person orientations • Work with K'ómoks First Nation to establish Big House experiences for international orientation	• Elders in Residence currently provide territorial welcome for digital orientations • New international students participated in cultural sharing at the K'ómoks First Nation Big House in May	On Track
b. Establish events that specifically connect international students with Indigenous students and Indigenous culture	• Under development	• Under development	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT continued			
OBJECTIVE 4.3 continued			
c. Support further improved access of Aboriginal Studies (ABG) courses for new and continuing international students	• Register all new international AART students in ABG 100 in first term of study • Consider other disciplines for ABG 100 elective/requirement	• In Winter 2023, for the first time, all new international students in Associate of Arts (AART) were registered in ABG 100 • ABG 100 was established as a business and tourism/hospitality elective • In May 2023, a new section of ABG 100 was added • OIE is establishing a plan for long-term ABG 100 delivery	On Track
OBJECTIVE 4.4 Advocate for systemic immigration reforms that serve the needs of NIC and local communities.			
a. Adapt international-student/immigration advocacy to federal (Immigration, Refugees and Citizenship Canada [IRCC]), provincial (Provincial Nominee Program [PNP]) and local municipal audiences	• Adapt and build upon advocacy documentation and language on a regular, ongoing basis	• Currently providing advocacy documents, language and feedback to each of these levels of government regularly • Participated in two in-person PNP presentations • Participated in two in-person IRCC presentations	On Track
b. Work with networks like the GSO consortia partners, BC Heads of International (BCHOI), BC rural colleges to advocate for rural institution/community needs	• Maintain rural-institution advocacy as part of regular advocacy activity	• Presented at BC Council for International Education (BCCIE) and Canadian Bureau for International Education (CBIE) 2022 re: challenges faced by rural institutions • Participated in and presented at the rural institution workshop at CICan in Montreal • Engaged with IRCC and PNP re: rural institution inequities	On Track
c. Use provincial and national partners like BCCIE, CBIE, CICan to build advocacy for international-student immigration to rural communities	• Participate in relevant events and consultations to advocate for international-student immigration and support	• Provided direct feedback to MP and MLA on the challenges associated with rural institutions and international education • Discussed immigration pathway options for international students with the Provincial Nominee Program • Addressed rural immigration issues with IRCC at BC IEW • Provided feedback on new IRCC student immigration strategy emphasizing rural community needs	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	• Provide regular study-abroad updates to domestic recruiters and advisors	• Presented to domestic recruiters and advisors re: study-abroad opportunities	On Track

YEAR 4 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT continued			
OBJECTIVE 4.5 Build relationships with local organizations, cultural communities, employers, municipal government organizations and school districts to further student opportunities.			
a. Continue engagement with the Immigrant Welcome Centre and other community organizations to support international-student settlement	• Meet quarterly to discuss how to support and engage newcomers in our communities to access services and resources	• Consultation is ongoing with the Immigrant Welcome Centre Manager and NIC's ISS representative (a member of the Welcome Communities Coalition)	On Track
b. Continue engagement with municipal governments, economic development offices regarding international-student employment, economic and social impacts	• Participate regularly in meetings and with community committees	• Working with Future Students & Community Engagement and the Comox Valley Record to provide educational info for the Newcomers' Guide, documenting student journeys from applying to NIC, studying, graduating and staying in our communities • Attending regular meetings with Campbell River Economic Development Officer, provincial PNP, etc.	On Track
c. Collaborate with school districts and domestic recruitment to identify areas of engagement for international recruitment, and support transition of international students from high schools to NIC	• Schedule regular presentations	• International Student Advisors (ISAs) provided presentations to one Comox Valley high school in Spring 2023 • Awaiting responses from inquiries to CR and PA school districts	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	• Provide regular study-abroad updates to domestic recruiters and advisors	• Presented to domestic recruiters and advisors re: study-abroad opportunities	On Track