



NORTH ISLAND COLLEGE
INTERNATIONAL EDUCATION PLAN
2022-2026

Journeying Together Annual Report and Dashboard

YEAR 2 REPORT

NORTH ISLAND COLLEGE
 **NIC**
VANCOUVER ISLAND, CANADA 

JOURNEYING TOGETHER ANNUAL REPORT 2023/24

In September 2022, the Office of Global Engagement (OGE) collaborated with the Office of Indigenous Education (OIE) and the Indigenous Education Council to establish Canada's inaugural Indigenizing International Education plan, known as Journeying Together. This initiative was recognized in 2023 with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education (CBIE), following a previous award from Colleges and Institutes Canada (CICan) for Excellence in Global Engagement.

Our previous Journeying Together 2022/23 Annual Report and Dashboard are publicly accessible [here](#). These documents outline our progress and achievements, setting the stage for this Annual Report, Journeying Together, and Dashboard for 2023/24.

Global learning remains a top strategic priority for North Island College (NIC), focused on expanding and diversifying international enrollment and fostering international/Indigenous partnership agreements while ensuring high levels of satisfaction among international students. OGE international student support has a stated objective (Build 5.4 c.) to "Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%." In 2023 we reported 84% agreement that NIC provides a supportive learning environment. Assistance is provided at each stage of an international student's journey to NIC, with pre-arrival information



OGE planning retreat 2024 Q̓apix̓idaʔas, Campbell River

and sessions, support finding accommodation and full orientation on each of our campuses. We provide a strong welcome to the unceded territories where our students are studying, and students have access to full RISIA (Regulated International Student Immigration Advisor) supported immigration advising, program advising, personal counselling, on- and off-campus social activities and assistance with finding employment.

NIC's international admissions successfully piloted and implemented the new provincial attestation process with the Ministry of Post-Secondary Education and Future Skills (PSEFS) and continues enhancing engagement with

Immigration, Refugees and Citizenship Canada (IRCC) and the Provincial Nominee Program (PNP) to sustain our international recruitment and retention goals in a highly fluid environment.

*We are parallel with Māori people.
We are all one.*

*— From a participant in 'Journeying
Together - Te Ao Hurihuri' New Zealand
Aotearoa field school*



Camp Bob teamwork, May 2024

During 2023/24, NIC achieved record-high international enrollment with 769 students, marking a significant 46% increase from the previous year, and hosted students from 47 countries, up from 37 countries the year before. Despite recent regulatory changes impacting college enrollments, NIC remains vigilant in maintaining international student numbers in 2024/25 but cautious about recruitment through 2025/26 due to unknown results from IRCC changes.

NIC actively engages in international projects, study-abroad programs and partnerships. Over the past year, we supported 59 students, 17 faculty members, 2 Elders, and 5 administrators



Junko Leclair at a recruitment event in Ghana

in gaining international experience in Spain, Jordan, Germany, Japan, Kenya, Tanzania, Sri Lanka, Mexico, Romania and New Zealand/Aotearoa. Additionally, over the past 2 years NIC disbursed over \$580,000 in scholarships to 37 Indigenous and 49 non-Indigenous students for studying abroad, along with \$60,000 for faculty, staff and administrators' study-abroad project support.

Furthermore, NIC is currently involved in four major, funded international projects: the Indigenous-Serving Special Topics CO[1] IL Framework; Western Canada Mobility Network (WCMN); Kenya Blue Economy Skills Development (KBEST) KBEST 02 – Mombasa

(Electrical, Student Services); and KBEST 11 – Mombasa County, Kenya (Electrical, Welding, Student Services) and in Tanzania, the Employment Skills Program (electrical and women in trades).

These initiatives are financed through institutional funding, CIGan project funds, Global Skills Opportunity (GSO) scholarships, BC Scholarships and University Mobility in Asia and the Pacific (UMAP) scholarships, reflecting NIC's ongoing commitment to global engagement and educational excellence.

OGE remains committed to deepening our understanding of our role in supporting Indigenous communities through collaborative engagement with OIE. Central to our approach is prioritizing people over agendas, building a

The annual *Journeying Together Dashboard* serves as a foundational tool for measuring progress. However, achieving our objectives requires us to continually reassess how we engage with these goals and who benefits from our collective efforts. Emphasizing relationships alongside institutional outcomes allows us to align

JOURNEYING TOGETHER ANNUAL REPORT AND DASHBOARD | YEAR 2 REPORT | PAGE 3

The concept of Arapera's (New Zealand/ Aotearoa) "100 cups of tea" symbolizes our commitment to ongoing dialogue and connection-building. Whether Western or Māori, the act of sharing tea embodies slowing down and nurturing relationships, laying the foundation for collaboration and understanding.

Acknowledging the rich stories and perspectives each person brings, we create spaces where spontaneity and open sharing can flourish. This approach reflects indigenous values of connection and respect, informing our decolonial approach to the work at hand. As Sharon Stein (2017) notes, "[We cannot read one piece and think we have understood the complexities of decolonization](#); we cannot collapse thousands of different heterogeneous Indigenous voices, genealogies of critique, and placed-based knowledge systems into one 'Indigenous voice'." (Hunt, 2016)

*Inspiration to keep fighting
the fight.*

*— From a participant in 'Journeying
Together - Te Ao Hurihuri' New Zealand
Aotearoa field school*

Understanding terms like internationalization, Indigenization, and decolonization requires moving beyond language barriers to grasp their deeper implications. We seek to redefine these concepts within the context of NIC and our communities, ensuring they resonate authentically with our institutional goals and



Elder Fernanda Pare sharing cultural teachings with international students

values. In our pursuit of internationalization, we prioritize local engagement and community needs, challenging traditional colonial structures that often dominate global educational initiatives.

Together with OIE and the NIC community, OGE explores ways to enhance our global and local impact, fostering accessible knowledge-sharing opportunities. We aim to clarify the purpose and methods of global learning while weaving indigenous perspectives into our practices.

Indigenizing international student activities involves respecting and valuing indigenous knowledge and culture. By integrating experiential learning opportunities and cultural events into orientations, we aim to foster mutual

understanding and benefit among diverse student groups.

Through initiatives like the 'Button Blanket' project and community cooking events, cultural exchange and unity of purpose within NIC can be facilitated. These activities can promote storytelling as a powerful tool for transmitting compassion, love, traditional knowledge and enthusiasm across diverse cultural contexts.

Field schools, orientations and cultural sharing events weave vibrant tapestries of learning and connection within our community. Through storytelling, these experiences transcend mere words on a page, offering glimpses into the soul of our endeavors. They weave together

narratives of individuals, groups and projects – each contributing to the rich fabric of our shared journey.

In these narratives, students and faculty alike find their voices, expressing profound connections to the experience, their subjects and communities. These stories unfold through images, videos and live recounts, capturing the essence of passion and discovery that help define NIC's international education. They help to build the deep-rooted connections established between elders and youth in Indigenous communities, emphasizing the wisdom gained through intergenerational dialogue and the sustainable growth of communal ties.

In Mio, this little fishing village, the link to Canada was very clear. That was really profound to me and it was impactful to see the connection for a lot of students as well. None of us will forget how we were treated in Japan, and particularly in Mio. You can't put a price tag on this type of opportunity.

— From a participant in 'Fishing, Indigeneity and the Asia Pacific' field school



Caption TBD for above photo

Amidst the complexities of international admissions and student engagement, we recognize the importance of making meaningful connections with students from the outset. Beyond the formal processes we follow to ensure compliance with federal study-permit standards, provincial Educational Quality Assurance (EQA) and institutional needs, we seek to build relationships that nurture and support students, acknowledging their vulnerabilities and cultural nuances early on in their journey to NIC. Advocating for policies and procedures rooted in human connection, we aim

to create inclusive spaces where all voices are heard and valued.

Central to our mission is the celebration and appreciation of diverse cultures and experiences. We strive to bridge gaps and challenge conventional definitions, fostering a culture that embraces humanity in all its forms. By questioning norms and advocating for individual needs within our policies and procedures, we endeavor to create environments where students feel empowered to seek support and voice their concerns without fear of repercussion.



At the Marae, Waikato, Aotearoa, New Zealand field school

Through these collective efforts, we aspire to cultivate a community where advocacy, cultural understanding and shared experiences converge to shape a more inclusive and compassionate future.

Our journey at OGE and NIC is guided by a commitment to Indigenization, inclusivity, collaboration and meaningful engagement. By prioritizing relationships and shared learning, we aim to redefine internationalization while honoring Indigenous perspectives.



Torii gate in Kyoto, Japan - From Mio field School

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— From a participant in 'Fishing, Indigeneity and the Asia Pacific' field school

How the Dashboard Works

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT We will attract successful international applicants to NIC campuses and communities. SDG 13 - Climate Action and CANIE Accord.			
OBJECTIVE 1.1 Renew international enrolment through an established, sustainable international enrolment and service model. (See: <i>BUILD 2026</i> , Global Learning 1)			
a. Allocate resources for application conversion efforts on a consistent basis and implement recruitment target requirements for recruitment partners and representatives	<ul style="list-style-type: none">Track conversion rates per term, agent and program areaReport agent performance and create performance-recognition systemProduce institutional and program-area reports re: headcount and full-time enrolment (FTE)	<ul style="list-style-type: none">Applicant info sessions run monthly and parent info sessions once per term:<ul style="list-style-type: none">attendance at parent sessions is 30-50% that of student sessionsPre-arrival orientation is held each term, usually 1 1/2 - 2 months prior to term start:<ul style="list-style-type: none">over 50% of new international students participateFuture conversion calculations will change, and targets may be elusive due to the negative, unpredictable effect of the recent IRCC changes (January 22, 2024), including:<ul style="list-style-type: none">spouse open-work-permit restriction, unclear permanent residency (PR) pathways, reduced off-campus work hours, etc.	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	<div>Complete</div>	<div>On track</div>	<div>Behind</div>	<div>No data yet</div>	<div>Not started</div>	<div>Removed</div>
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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 2 REPORT: SEPTEMBER 2023 – AUGUST 2024

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT We will attract successful international applicants to NIC campuses and communities. SDG 13 - Climate Action and CANIE Accord.			
OBJECTIVE 1.1 Renew international enrolment through an established, sustainable international enrolment and service model. (See: <i>BUILD 2026</i> , Global Learning 1)			
a. Allocate resources for application conversion efforts on a consistent basis and implement recruitment target requirements for recruitment partners and representatives	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Applicant info sessions run monthly and parent info sessions once per term: <ul style="list-style-type: none"> attendance at parent sessions is 30-50% that of student sessions Pre-arrival orientation is held each term, usually 1 1/2 - 2 months prior to term start: <ul style="list-style-type: none"> over 50% of new international students participate Future conversion calculations will change, and targets may be elusive due to the negative, unpredictable effect of the recent IRCC changes (January 22, 2024), including: <ul style="list-style-type: none"> spouse open-work-permit restriction, unclear permanent residency (PR) pathways, reduced off-campus work hours, etc. 	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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Application processing is on track, and admission criteria is developing, as applications from new countries increase and inform the process Local recruitment partners required additional training in spring 2024, in preparation for 2025/26 recruitment cycle Significant withdrawal numbers in some areas will be addressed quickly by the recruitment team 	Complete/ Ongoing
c. Manage the volume of incoming applications from recruitment partners and identify strategies to scale the numbers to meet enrolment objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> With support from recruitment partners, applications for popular limited-entry programs have been successfully managed to ensure diversity Responding to confusion and hesitation among recruitment partners and student applicants due to IRCC changes, the Office of Global Engagement (OGE) has responded with positive, casual messaging to address and relieve concerns A recent downturn in applications from India was balanced with increased applications from Zimbabwe and Nepal <ul style="list-style-type: none"> Capacity management and increased conversion efforts are required for applications from these two source countries Conversion management is required for non-traditional source countries to support attestation-letter conversion Managing non-performing and problem recruitment partners on quarterly cycles continues to be successful 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT continued			
OBJECTIVE 1.1 continued			
d. Build data-reporting systems to track effectiveness of recruitment/marketing strategies	<ul style="list-style-type: none"> Track marketing/social-media impact through rates of engagement, website visits, etc. Support annual institutional “Student Pathways to NIC” surveys 	<ul style="list-style-type: none"> OGE is coordinating with International Student Services (ISS) and the Province to identify opportunities within the new Provincial Attestation Letter (PAL) system to create data sets to support enrolment management Social-media clean-up is complete: <ul style="list-style-type: none"> baseline data is established for social-media engagement moving onto planning social-media marketing 	No Data Yet
e. Establish a sustainable system to fund ongoing entry scholarships	<ul style="list-style-type: none"> Sustain scholarship funds for the long term 	<ul style="list-style-type: none"> Budgeted funds have been allocated from international-student services fee Regional awards to be reviewed and applied to support diversity and program expansion 	Complete/ Ongoing
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Development of testimonials page is planned for Summer 2024 (pushed from Year 1) Testimonials/photo/video collection to be compiled in Spring 2024 and used in various channels for marketing and advertising 	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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Capacity building in Brazil continues to be a struggle, while Pakistan and Ghana numbers are slowly building <ul style="list-style-type: none"> Numbers from the Middle East are also building but not visible from source-country perspective ICEF and TCS outreach is ongoing in new source countries in West and North Africa and Eurasia If success rates decline due to diversity initiatives, OGE will need to determine expectations of Ministry and IRCC regarding PAL 	On Track
b. Develop intake-specific, consistent, annual marketing and recruitment plans in cooperation with appropriate departments	<ul style="list-style-type: none"> Factor both regular and cohort recruitment/enrolment into annual marketing and recruitment planning 	<ul style="list-style-type: none"> Plan development was rescheduled to Spring 2024 to provide time to establish baseline for marketing 	No Data Yet
c. Balance application numbers from high-volume regions, high-volume recruitment partners and low-quality recruitment partners to manage risk	<ul style="list-style-type: none"> Manage capacity and enrolments Increase required deposit payments 	<ul style="list-style-type: none"> Consistent training, engagement and onboarding for new recruitment partners is required to build capacity for low-enrolment source countries and reduce reliance on high-volume countries 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT continued			
OBJECTIVE 1.2 continued			
d. Inform Education Team of potential new or repackaged program options to support increased enrolment diversity by program area	<ul style="list-style-type: none"> Establish prioritized list of new programming and intake needs to support diversification 	<ul style="list-style-type: none"> Collaborating with Health and Human Services (HHS) in the development of an HCA/CMHW 1+1 certificate program suitable for international students Initiated discussions international-student access to nursing programs Presented to Education Team (ET) re: international recruitment and new programming needs 	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	<ul style="list-style-type: none"> Expand appropriate use of Indigenous content in NIC's introductory materials for international students 	<ul style="list-style-type: none"> OGE has consulted with the Office of Indigenous Education (OIE) to ensure appropriate language is being used 	Complete/ Ongoing
b. Manage social-media and marketing channels, including team of students who can support content creation to provide student-centered and audience-targeted content	<ul style="list-style-type: none"> Monitor stats on traffic and engagement in recruitment socials Promote system offering student guidance on social-media content and interaction Hire students to build content and maintain communication streams 	<ul style="list-style-type: none"> Social media was employed heavily following the January 22 announcement to inform prospective students of IRCC changes and PAL implementation Baseline data on external social-media-site engagement is established as above Prospective-student engagement shifted from social media to emails and WhatsApp: <ul style="list-style-type: none"> instant-message engagement was not ideal, as emails tend to be preferable and reliable channel WhatsApp provides free international text and phone communication over wifi 	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	<ul style="list-style-type: none"> Build system and process that aligns with and supports the recruitment and conversion cycle Implement increase in required deposit payments 	<ul style="list-style-type: none"> OGE's streamlined process of student admission and enrolment became increasingly important as IRCC changes rolled out: <ul style="list-style-type: none"> Many previously implemented steps are endorsed by the Province Tuition and refund policy was updated in April 2023: <ul style="list-style-type: none"> ELP pathway student deposit increased to \$10,000 from \$3,000 as of March 2024 in response to the new PAL requirement and recommendation from the Province 	No Data Yet

*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	YEAR 2 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT <i>continued</i>			
OBJECTIVE 1.3 <i>continued</i>			
d. Identify areas to reduce impacts of travel and material choices on the environment	<ul style="list-style-type: none"> Quantify reduced travel/material choices Invest in environmental offsets with funds saved through reduced travel 	<ul style="list-style-type: none"> OGE shared its and NIC's activities/investments in environmental mitigation on the panel of Climate Action Network for International Education (CANIE) (Western Hemisphere) Continuing to source and purchase environmentally conscious merchandise Updated giveaway items for new students attending NIC orientation <ul style="list-style-type: none"> No change to giveaways to external partners Sponsored an NIC student to attend the Climate Action Mexico Field School, in cooperation with Douglas College 	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	<ul style="list-style-type: none"> Ensure NIC brand reflects the needs and expectations of international students and acknowledges the process of Indigenization of international education 	<ul style="list-style-type: none"> Majority of marketing collateral has been fully aligned with institutional brand strategy Regular meetings are ongoing New brand guideline is coming in 2024 	Complete/ Ongoing
b. Identify NIC's key messaging points, social-media presence and use of branding to build an annual international image and messaging plan	<ul style="list-style-type: none"> Leverage institutional messaging (adapt as required) to maximize the alignment to and benefit of international messaging 	<ul style="list-style-type: none"> Institutional brand messages are well-received at the outset but do not fully resonate with international students and their reasons for choosing NIC: <ul style="list-style-type: none"> Ongoing work with Marketing will review messaging Further use of and updates to presentations, student guides and other flyers this year may provide insights on their efficacy 	On Track
c. Support institutional-student-recruitment surveys to determine factors that influence international student decisions to study at NIC	<ul style="list-style-type: none"> Apply targeted data gathering to current processes 	<ul style="list-style-type: none"> OGE's student-orientation surveys provide good indicators for recruitment and services, identifying what we do well and what needs improvement Data from the "Student Pathways to NIC" survey is now 2 years old, and an updated data set would be more valuable to work with: <ul style="list-style-type: none"> Additionally, as the survey was not tailored specifically to international students, its results were not as relevant 	On Track

*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	YEAR 2 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: <i>Widening Our Doorways</i> , 6.1; <i>Working Together</i> 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	<ul style="list-style-type: none"> Increase annually, by 1-2 from baseline, the number of faculty interested and/or engaged in COIL/virtual projects 	<ul style="list-style-type: none"> Obtained funding approval from Colleges and Institutes Canada (CICan) and Global Affairs Canada supporting development of an Indigenous-serving special-topics framework for a Collaborative Online Indigenous and International Learning CO[IL] project: <ul style="list-style-type: none"> collaboration with provincial and international partners Faculty session held during International Development Week (IDW) in February to introduce the CO[IL] Framework to NIC faculty Spring Gathering held to bring project partners, international partners and members of the NIC community together to discuss ongoing development of the CO[IL] Framework Resources on CO[IL] added to Teachanywhere site May Day session held for faculty to explore ideas for CO[IL] partnerships and projects Three faculty to visit University of Yucatan and local community to support CO[IL] project development Presented at CICan and BC Council for International Education (BCCIE) (2024) on the COIL Framework 	On Track
b. Collaborate with OIE to consider an Indigenous Global Learning Coordinator (IGLC)	<ul style="list-style-type: none"> OGE/OIE co-share IGLC Secure financial support/funding 	<ul style="list-style-type: none"> This discussion has yet to be initiated 	Not Started
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	<ul style="list-style-type: none"> Maintain or increase annually by 1-2 from the baseline, the number of events/activities organized in collaboration with OIE and communities 	<ul style="list-style-type: none"> Collaborated with OIE on several initiatives: <ul style="list-style-type: none"> Offered Indigenous language and culture session at the Comox Valley campus for faculty, students and staff as part of International Development Week activities Hosted Spring Gathering to bring Canadian and international partners together with members of the NIC community, including the Working Together Working Group (WTWG), to discuss the ongoing development of the CO[IL] Framework Working with OIE on planning land-based learning activities for faculty on three campuses in June 2024 	On Track
d. Deliver Truth and Reconciliation Dialogue series and/or Global Learning Circles	<ul style="list-style-type: none"> Host four events per year 	<ul style="list-style-type: none"> Discussions are ongoing Completed planning and budget-development contract for an Indigenous-speaker series to be delivered in 2024/25 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.1 continued			
e. Establish faculty and student online, intercultural resources on Brightspace, Teach Anywhere, Learn Anywhere and NIC study-abroad (SA) websites	<ul style="list-style-type: none"> Track visits to the resources and enhance/update resources as needed 	<ul style="list-style-type: none"> Development is ongoing <ul style="list-style-type: none"> Teachanywhere site resources are updated and expanded Brightspace module was built to support students in developing intercultural fluency <ul style="list-style-type: none"> * Instructors can import it directly into their courses Global Learning Facilitator (GEL) and Indigenous Learning Facilitator (ILF) are collaborating on several initiatives: Offering monthly sessions on Indigenizing and interculturalizing course and program learning outcomes Encouraging inclusion, in all courses, of a specific learning outcome that addresses Indigenization and interculturalization 	Complete/ Ongoing
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	<ul style="list-style-type: none"> Coordinated a partnership visit to Japan in October 2023: <ul style="list-style-type: none"> prepared for Indigenous field school to be delivered in May began exploration of Ainu (Northern Japan Indigenous) partnerships Coordinated NIC's first partnership visit to New Zealand/Aotearoa in March 2024: <ul style="list-style-type: none"> Considered deeper Indigenous partnerships, build on the planned Indigenous field school to Waikato University Explored other opportunities in New Zealand Coordinated NICs follow-up visit to University of Hawaii: <ul style="list-style-type: none"> Collaborated with key partners, Kapi'olani Community College and Maui Community College, to further promote student exchanges and other exchange opportunities Promoted Intercultural Week event to faculty: Université Savoie Mont Blanc (USMB) Summer Modules for Intercultural & Language Education (SMILE): <ul style="list-style-type: none"> 3 faculty members applied to attend in June 1 faculty member was approved to participate in the World University Service of Canada (WUSC) Leave 4 Change program 1 faculty member is travelling to Mexico to explore PLAR 3 faculty members to visit NIC partners at University of Yucatan to explore potential CO[IL] projects 1 faculty member working with an instructor at Kapi'olani College to create CO[IL] project for the Fall 2024 	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE <i>continued</i>			
OBJECTIVE 2.2 Utilize strategic approaches to enhance partnership agreements, international projects and international experiences for students. (See: <i>BUILD 2026</i> , Global Learning 3; <i>Working Together</i> 3.4.3 and 6.1.3)			
a. Liaise with deans/department chairs to present opportunities for faculty to engage in international collaborations	<ul style="list-style-type: none"> Conduct semi-annual meetings to maintain connection with deans and department chairs 	<ul style="list-style-type: none"> Presented summary of projects and partnerships activity to Education Team GLF met with deans to discuss current intercultural needs of faculty and departments: <ul style="list-style-type: none"> Invited to department meetings to discuss how GLF can support Practical Nursing (PN) and Early Childhood Care and Education (ECCE) programs Promoted Brightspace resource for students to develop intercultural fluency (see 2.1.e. above) Met with WTWG to discuss and request feedback on development of CO[IL] Framework Collaborated with NIC partners in submitting 100K Strong funding application to support COIL projects and student physical mobility 	Complete/ Ongoing
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).	<ul style="list-style-type: none"> Share results and changing activity in study-abroad programs, as identified by the community of practice 	<ul style="list-style-type: none"> Working with Douglas College on Western Canadian Mobility Network Network of international partners (Brazil, Mexico, Costa Rica, Hawaii, Aotearoa/New Zealand) participating in spring presentation by NIC faculty on CO[IL] project 	Complete/ Ongoing
c. Deliver major college-engagement events biannually around International Education Week (IEW) and International Development Week (IDW)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> IEW <ul style="list-style-type: none"> International Gallery Walks featured student presentations on their home countries that were shared with the college community Diversity coffee socials were hosted for students at the CR, CV and PA campuses Cafeterias at CV and CR campuses presented a Culinary Tour of the World event International-student story circles were held at the CR and CV campuses IDW <ul style="list-style-type: none"> Indigenous Language and Culture session held at the CV campus Faculty session on Leave for Change/WUSC hosted at CV campus 	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.2 continued			
d. Establish systems to engage NIC students and faculty in international projects and collaboration	<ul style="list-style-type: none"> Engage students and faculty in development of international-project capacity 	<ul style="list-style-type: none"> Maintaining faculty communication through weekly emails with information on international projects and opportunities, Indigenous and intercultural resources and professional-development (PD) opportunities Sharing the Global Engagement Report with the college community to inform on OGE projects and support available for faculty and students interested in internationalization at home and outward-mobility opportunities Considering ways to engage students in international capacity-building projects 	On Track
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 initiative 5; Working Together Action 8)			
a. Support faculty with the development of study-abroad opportunities for students	<ul style="list-style-type: none"> Maintain NIC webpage with current, relevant resources for faculty 	<ul style="list-style-type: none"> Providing individual support for faculty wanting to develop study-abroad opportunities for students, including support with practical planning and tailored intercultural resources to develop intercultural fluency before, during and after their Study Abroad experience There are currently two field schools planned (in Aotearoa/ New Zealand and Japan), with the potential for another in Hawaii 	Complete/ Ongoing
b. Build on the existing partnerships and collaborations to enhance/develop sustainable, long-term reciprocal collaborations	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Collaborating with Douglas College on the Western Canadian Mobility Network Collaborating with Douglas College and Universidad Iberoamericana to support one NIC student to participate in the Climate Action Mexico Field School Held an April Spring Gathering to strengthen existing partnerships with Aurora College, Northern Lights College, Vancouver Community College (VCC), Coast Mountain College and Yukon University, along with overseas partners in Mexico, Brazil and Hawaii Three students participated in a field school (electrical program) in Peru through a partnership with Yukon University The Aotearoa/New Zealand Indigenous Field School has been developed in partnership with Nova Scotia Community College (NSCC) Partnering with NSCC, Saskatchewan Polytechnic, VCC, Dalhousie, College of the North Atlantic to deliver two Blue Economy projects in Kenya 	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.3 continued			
c. Maintain geographic and cultural breadth of institutional and project partnerships	<ul style="list-style-type: none"> Consider further project activity in other geographical areas and participants from other institutional departments 	<ul style="list-style-type: none"> As noted above: 2 new institutional-strengthening projects in Kenya 1 faculty member accepted for Leave for Change (L4C) (possibly going to Jordan) 1 faculty member engaging in faculty mobility to Mexico for Prior Learning Assessment and Recognition (PLAR) exploration 	On Track
d. Build data systems to track student and faculty participation in study abroad/ virtual exchange	<ul style="list-style-type: none"> Capture comprehensive data and evaluate annually 	In progress	On Track
OBJECTIVE 2.4 Develop clear pathways, together with the Office of Indigenous Education, to support Indigenous student, faculty and community engagement internationally. (See: <i>Working Together</i> 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	<ul style="list-style-type: none"> Ensure information resonates with Indigenous students and faculty Assess process and evaluate success annually, in May 	In progress	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	<ul style="list-style-type: none"> Design a new Study Abroad Handbook Update SA website Build social-media strategy 	<ul style="list-style-type: none"> The GLF is working with the IEF on several projects, including: <ul style="list-style-type: none"> Offering monthly faculty support with Indigenizing and interculturalizing course learning outcomes Developing a proposal to ensure an Indigenous/ intercultural-focused learning outcome is embedded in all courses across the College The Indigenous-serving special-topics framework for CO[I] IL is being developed through collaboration between OIE, OGE, WTWG and other local and Canada-wide community members: <ul style="list-style-type: none"> It will provide mentorship for non-Indigenous faculty in including Indigenous ways of learning, reflection and sharing information in CO[I]IL and study-abroad activities 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE <i>continued</i>			
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	<ul style="list-style-type: none"> Explore opportunities for participation in relevant conferences Identify opportunities for external recognition of activity 	<ul style="list-style-type: none"> Participated in a CANIE panel (Western Hemisphere) to share NIC and OGE activity and investments in environmental mitigation Recognized nationally with the Award of Excellence in Reconciliation and Internationalization by Canadian Bureau for International Education (CBIE) Delivered presentations at CICan 2024 and BCCIE 2024 on our CO[IL] Framework 	On Track
b. Collaborate with the Communications office and Education Team to develop internal/external communication strategy	<ul style="list-style-type: none"> Align with NIC's institutional communications strategy 	In progress	On Track
c. Deliver regular strategic communications to internal/external audiences and government at local, provincial, national and international levels	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Communicating to a broad audience through multiple channels: <ul style="list-style-type: none"> Regular updates to the internal college community via College Conversations and the OGE Annual Report Annual submissions to the College's Institutional Accountability Plan & Report (IAPR) and Board of Governors (BOG) Social media and local media platforms news and updates, highlighting partnership and project work Participation and presentations at CICan, CBIE, BCCIE meetings, conferences and on committees Participation in international conferences such as the Association of International Educators (NAFSA), European Association for International Education (EAIE), and Asia-Pacific Association for International Education (APAIE) Article submission by request to the Institute for International Education (IIE): Leading Together: A Journey Toward Indigenizing International Education 	Complete/ Ongoing
d. Establish annual institutional and departmental reporting processes	<ul style="list-style-type: none"> Build comprehensive data system Assess and evaluate data annually 	Paused due to data-collection challenges	Behind

YEAR 4 GOAL	STRATEGY	YEAR 2 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: <i>Widening Our Doorways</i> 6.1; <i>Working Together</i> 3.4.3, 4.4.3 and 6.1.3)			
a. Deliver International Education Week (IEW) and International Development Week (IDW) programs	<ul style="list-style-type: none"> Maintain IEW and IDW as integral parts of OGE's annual schedule to engage students and faculty in international education activities 	<ul style="list-style-type: none"> As noted in 2.2.c above: IEW <ul style="list-style-type: none"> International Gallery Walks featured student presentations on their home countries that were shared with the college community Diversity coffee socials were hosted for students at the CR, CV and PA campuses Cafeterias at CV and CR campuses presented a Culinary Tour of the World event International-student story circles were held at the CR and CV campuses IDW <ul style="list-style-type: none"> Indigenous Language and Culture session held at the CV campus Faculty session on Leave for Change/WUSC hosted at CV campus 	Complete/ Ongoing
b. Develop joint OGE and linked OIE PD events	<ul style="list-style-type: none"> Establish annual plan with OIE and CTLI 	<ul style="list-style-type: none"> As noted in 3.1.a above, an Indigenous Language and Culture session and a Leave for Change/WUSC faculty session were held at the CV campus during IDW Jointly organized OIE and OGE faculty PD events were planned for May/June 2024 OIE and OGE collaborated in the planning of the Spring Gathering (details in 2.3.b above) 	On Track
c. Develop intercultural programming in collaboration with OIE and other departments, including Trades and Technology	<ul style="list-style-type: none"> Establish annual plan with OIE and CTLI 	<ul style="list-style-type: none"> Three intercultural communication sessions were facilitated with ECCE students Breaking out of the Box intercultural resources were adapted and used to support trades students' Field School in Peru A mini-module was created to support students developing intercultural fluency: <ul style="list-style-type: none"> made available for all faculty to include in their courses A website was created and resources collated for faculty engaging in CO[1]IL 	On Track

*Supports the [CANIE Accord](#) and [United Nations Sustainable Development Goals \(SDG\)](#):



YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT <i>continued</i>			
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: <i>Widening Our Doorways</i> 6.1; <i>Working Together</i> 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	<ul style="list-style-type: none"> Follow up on micro-credential development, delivery and review 	<ul style="list-style-type: none"> Mini-course created and submitted to the dean's office for review 	On Track
b. Deliver "Breaking Out of the Box" for SA, with the goal to introduce this resource as a permanent addition to the course	<ul style="list-style-type: none"> Determine resources needed, faculty participants and assess resource usage 	<ul style="list-style-type: none"> Currently in use in a Trades Field School to Peru and a History Field School in Japan Global Engagement Liaison (GEL) creating a Study Abroad site using Brightspace 	On Track
c. Build a communication strategy for developing intercultural awareness	<ul style="list-style-type: none"> Assess and revise strategy annually, in June 	<ul style="list-style-type: none"> Weekly emails to faculty include intercultural resources, resources for Indigenizing teaching and assessment and PD opportunities for faculty to develop their intercultural-facilitation skills 	On Track
d. Establish an institutional understanding of the diversity of international students' academic and support needs in cooperation with ISS and CTLI	<ul style="list-style-type: none"> Document how this is being developed and identify the outcomes 	<ul style="list-style-type: none"> GLF sits on the Curriculum Committee, Education Council and the Diversity, Equity and Inclusion Advisory Committee 	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	<ul style="list-style-type: none"> Develop and assess intercultural resources regularly 	<ul style="list-style-type: none"> Created and continually reviewed and updated 	On Track
b. Develop DEI resources for students and employees	<ul style="list-style-type: none"> Develop a Brightspace course for faculty, with resources specifically aimed at DEI from an intercultural perspective 	<ul style="list-style-type: none"> Created and continually reviewed and updated 	On Track
c. Support interculturalization of curriculum through CTLI and applied research through CARTI	<ul style="list-style-type: none"> Develop a Brightspace course for faculty, with resources to support internationalizing curriculum and incorporating increased intercultural perspectives into courses 	<ul style="list-style-type: none"> Created and continually reviewed and updated 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
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: <i>BUILD 2026, 5.4.c Global Learning; Working Together 4.4.3</i>)			
a. Engage with OIE to co-host events that celebrate and share local and international cultures	<ul style="list-style-type: none"> Collaborate with OIE to explore event ideas 	<ul style="list-style-type: none"> 20 exchange students and staff participated in two cedar-weaving workshops facilitated by a K'ómoks First Nation member Over 25 students and staff attended a session on K'ómoks history, language, traditional ways and customs of regalia making at CV campus 5 exchange students participated in whale watching with Aboriginal Journeys in CR and learned about We Wai Kai and Homalco territories, effects of colonization and residential schools, removal of cultural artifacts and current repatriation efforts 	On Track
b. Host annual or bi-annual international-student panels/podcasts/sessions to share experiences	<ul style="list-style-type: none"> Host IEW events Participate in Thrive Week 	<ul style="list-style-type: none"> Held an International Gallery Walk at the CV and CR campuses, in which 5 students at each location, along with an Elder in Residence and an Indigenous Navigator, showcased their home country: <ul style="list-style-type: none"> - Sharing stories, sampling food and discussing what diversity means to them Hosted Diwali events at CR, CV and PA with students sharing crafts, Indian sweets and creating a traditional rangoli design Hosted international story circles at CV and CR campuses in collaboration with the Library and Learning Commons: <ul style="list-style-type: none"> - 5 student speakers in total shared the journeys that led them to Canada to study and their experiences now studying in Canada 	Complete/ Ongoing
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	<ul style="list-style-type: none"> Continue discussions with OIE on further opportunities to expand Indigenous-language signage 	<ul style="list-style-type: none"> Created a compliments card, providing a greeting in Kwak'wala, Ayajuthem, Nuu-chah-nulth and Liq'wala 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	YEAR 2 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Coordinating with international recruitment and the Province to determine opportunities within the new PAL system to create data sets to support enrolment management 	On Track
e. Establish international-student leadership through paid and volunteer opportunities, in collaboration with Student Life	<ul style="list-style-type: none"> Re-establish International Peer Connector program 	<ul style="list-style-type: none"> GEL mentored 3 International Peer Connectors (IPCs) at each of CR and CV campuses to help facilitate ongoing scheduled events and activities 	On Track
f. In cooperation with the Office of Community Engagement, support international-alumni development and alumni engagement in on-campus activities	<ul style="list-style-type: none"> Collaborate on engagement process and opportunities and track success 	<ul style="list-style-type: none"> Held initial meeting with Alumni Relations Liaison to discuss potential opportunities based on demographic student types with various crossovers into other areas 	Not Started
OBJECTIVE 4.2 Embed Indigenous cultural learnings to support international student settlement and engagement. (See: <i>BUILD 2026, 5.4 Global Learning; Working Together 4.4.3</i>)			
a. Incorporate introduction to Indigenous culture in all international-student orientations	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Elder in Residence is providing territorial welcome for digital orientations Elder in Residence, Ligwiltach Elders and Youth Culture Group provided cultural sharing with dances and stories to new international students for Fall 2023 and Winter 2024 at Q̓ə pix ʔidaʔas at the CR campus In coordination with a pizza & movie night, Elder in Residence and Indigenous Navigator provided cultural sharing of local history and regalia to new international students at CV Campus for Fall 2023 and Winter 2024 	On Track
b. Establish events that specifically connect international students with Indigenous students and Indigenous culture	<ul style="list-style-type: none"> Under development 	<ul style="list-style-type: none"> Under development 	On Track
c. Support further improved access of Aboriginal Studies (ABG) courses for new and continuing international students	<ul style="list-style-type: none"> Register all new international AART students in ABG 100 in first term of study Consider other disciplines for ABG 100 elective/requirement 	<ul style="list-style-type: none"> Filled four sections of ABG 100 in Fall 2023, five sections in Winter 2024 and three sections in Spring 2024 Indigenous-content course became mandatory in Business Admin Diploma, Bachelor of Business Admin and Business Admin Post Graduate Diploma 	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT <i>continued</i>			
OBJECTIVE 4.3 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	<ul style="list-style-type: none"> Adapt and build upon advocacy documentation and language on a regular, ongoing basis 	<ul style="list-style-type: none"> Regularly providing advocacy documents, language and feedback to all three levels of government 	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	<ul style="list-style-type: none"> Maintain rural-institution advocacy as part of regular advocacy activity 		On Track
c. Use provincial and national partners like BCCIE, CBIE, CIGan to build advocacy for international-student immigration to rural communities	<ul style="list-style-type: none"> Participate in relevant events and consultations to advocate for international-student immigration and support 	<ul style="list-style-type: none"> Participated in many events, discussions and presentations at CBIE annual conference Participated in several events, discussions and presentations at CIGan annual conference 	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	<ul style="list-style-type: none"> Provide regular study-abroad updates to domestic recruiters and advisors 	<ul style="list-style-type: none"> Presented to domestic recruiters and advisors re: study-abroad opportunities 	On Track
e. Executive Director, Managers and teams from International Student Services and International Recruitment and Enrolment Management work with provincial counterparts and IRCC to manage impacts of 'cap' and PAL systems on enrolment	(New Goal)	<ul style="list-style-type: none"> Implemented PAL system testing in cooperation with the Manager, International Enrolment and Recruitment Immediately implemented the new PAL process as soon as announced Participated in multiple meetings with provincial and federal governments, CBIE and CIGan regarding IRCC changes following the January 22 announcement Conducted detailed, personalized communications with each student to guide them through the process Maintaining regular communiques to agents and students regarding immigration changes 	On Track

YEAR 4 GOAL	STRATEGY	YEAR 2 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT <i>continued</i>			
OBJECTIVE 4.4 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	<ul style="list-style-type: none"> Meet quarterly to discuss how to support and engage newcomers in our communities to access services and resources 	<ul style="list-style-type: none"> Manager, ISS maintains involvement with the Immigrant Welcome Centre (IWC) Comox Valley Steering Committee and Welcoming Communities Coalition GEL working with IWC to host four conversation groups at CV campus and to support the Welcoming Communities Connector, a free networking event on making our communities more welcoming and inclusive GEL and Recruitment & Enrolment Manager met with IWC and SD71 to support NIC students with school-aged children. 	Complete/ Ongoing
b. Continue engagement with municipal governments, economic development offices regarding international-student employment, economic and social impacts	<ul style="list-style-type: none"> Participate regularly in meetings and with community committees 	<ul style="list-style-type: none"> Worked with the Office of Future Students and Community Engagement to ensure institution and community had up-to-date information regarding the newly introduced provincial enrolment system 	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	<ul style="list-style-type: none"> Schedule regular presentations 	<ul style="list-style-type: none"> Confirmed with SD71 that, with limited international Grade 12 students in the district who plan to continue to post-secondary studies in Canada, presentations were not needed this year 	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	<ul style="list-style-type: none"> Provide regular study-abroad updates to domestic recruiters and advisors 	<ul style="list-style-type: none"> Presented to domestic recruiters and advisors on study-abroad opportunities 	On Track

